

SPARK Alignment with Nova Scotia Physical Education Standards  
(K-2 Version 2008)  
Primary

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Basic Movement ~ Students will be expected to:			
Respond to a variety of stop and start signals	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• The Freeze</li> <li>• General Space and Creative Moves</li> <li>• Move and Groove</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Building a Foundation</li> <li>• Parachute</li> </ul>
Find a self-space in a large boundaried area	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• General Space and Creative Moves</li> <li>• Roadway</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• ASAP</li> </ul>
Identify the location of different body parts	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Basic Body Positions</li> <li>• Body Management and Balance</li> <li>• Bean Bag Balances</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Perform fast and slow movements with various body parts	Dance Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• The Mexican Hat Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Dance</li> </ul>
Travel while moving in a variety of	Building a Foundation	<ul style="list-style-type: none"> <li>• Tempos and</li> </ul>	<ul style="list-style-type: none"> <li>• Building a</li> </ul>

body shapes, with and without a partner	Rubric	<p>Creative Moves</p> <ul style="list-style-type: none"> <li>• Pairs Combining Movement Concepts</li> <li>• I See, I See</li> </ul>	<p>Foundation</p> <ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• ASAP</li> </ul>
Put a variety of body parts and objects into different levels, alone and with a partner	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Movement Concepts Using Hoops</li> <li>• The Hokey Pokey</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Dance</li> </ul>
Experience changing from a leading to a following position in relation to a partner	Games Rubric	<ul style="list-style-type: none"> <li>• Pairs Combining Movement Concepts</li> <li>• Partner Tag</li> <li>• Catch and Chase</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• Games</li> </ul>
Demonstrate ways to change direction and pathways while moving through general space, in order not to collide with others	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Pathways and Creative Moves</li> <li>• Chasing and Fleeing</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> </ul>
Jump, skip, gallop, and slide	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• 4 Corners</li> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Locomotor Grab Bag</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Building a Foundation</li> <li>• ASAP</li> </ul>

Alternative Environment ~ Not specifically addressed in SPARK K-2 curriculum

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Dance – Students will be expected to:			
Experience the enjoyment of participating alone and with others	Games Rubric	<ul style="list-style-type: none"> <li>• Emotion Motion</li> <li>• The Bunny Hop</li> <li>• The Chicken Dance</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Dance</li> <li>• ASAP</li> </ul>
Select and respond to music of different tempos to stimulate locomotor movements	Dance Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• Seven Jumps</li> <li>• The Mexican Hat Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Dance</li> <li>• Dance</li> </ul>
Experience moving on straight, curved, and zig-zag pathways	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Pathways and Creative Moves</li> <li>• The Muffin Man</li> <li>• The Conga</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Dance</li> <li>• Dance</li> </ul>
Demonstrate ways to change from a leading to a following position in relation to a partner	Dance Rubric	<ul style="list-style-type: none"> <li>• Pairs Combining Movement Concepts</li> <li>• Catch and Chase</li> <li>• Hawaiian Roller Coaster Ride</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Games</li> <li>• Dance</li> </ul>
Demonstrate ways to express the qualities of fast and slow speed through a variety of creative dance sequences	Dance Rubric	<ul style="list-style-type: none"> <li>• Showtime</li> <li>• The Mexican Hat Dance</li> <li>• Tempos and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Building a Foundation</li> </ul>
Perform simple sequences that focus on changes in direction, level, pathway, and shape (separately or	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Alley Cat</li> <li>• Locomotor Skills, Levels, and</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Building a Foundation</li> </ul>

combined)		Directions <ul style="list-style-type: none"> <li>• Showtime</li> <li>• Stunts Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Educational Gymnastics~ Students will be expected to:			
Demonstrate an understanding of safety rules specific to a gymnastic environment	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Stunts Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> </ul>
Demonstrate a willingness to take turns, as directed, on various pieces of gymnastic equipment	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Partner Stunts</li> <li>• Stunts Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Perform the qualities of fast and slow speed through a variety of gymnastic sequences on the floor and on small equipment	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> </ul>
Demonstrate ways to follow different pathways and directions while moving on the ground or on low equipment	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Pathways and Creative Moves</li> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Animal Balancing Act</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Demonstrate the use of movement sentences (the starting position is the capital letter, the action is the verb, the quality of movement is	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Body Management and Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and</li> </ul>

the adjective, and the finishing position is the period) to explore balances and shapes		<ul style="list-style-type: none"> <li>• Basic Body Positions</li> </ul>	Tumbling
Experience and perform a variety of rolls (log, shoulder, forward)	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Weight Transfer and Rolls</li> <li>• Stunts Circuit</li> <li>• Stunts Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Combine jumps and landing to create a sequence	Jumping Rubric	<ul style="list-style-type: none"> <li>• Jumping and Landing</li> <li>• Jumping and Landing Patterns</li> <li>• Jumping Rhythmically</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
Demonstrate ways to jump and land using a variety of take-off and landing patterns (two feet to two feet, one foot to two feet, one foot to one foot, and one foot to the other foot)	Jumping Rubric	<ul style="list-style-type: none"> <li>• Jumping and Landing</li> <li>• Jumping and Landing Patterns</li> <li>• Movement Concepts Using Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Jumping</li> <li>• Building a Foundation</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Skill Development ~ Students will be expected to:			
Demonstrate an understanding of	Games Rubric	<ul style="list-style-type: none"> <li>• Catch a Tail</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> </ul>

fair-play principles		<ul style="list-style-type: none"> <li>• Stuck-in-the-Mud</li> <li>• Squirrels in the Trees</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Games</li> </ul>
Demonstrate a willingness to move in various formations (line, circle, scattered)	Dance Rubric	<ul style="list-style-type: none"> <li>• The Bunny Hop</li> <li>• The Muffin Man</li> <li>• Seven Jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Demonstrate an understanding of the difference between right and left	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• General Space and Creative Moves</li> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Stunts Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Catch a softly thrown ball at different levels using properly positioned hands	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Self-Toss and Catch</li> <li>• Partner Throw and Catch</li> <li>• Catching and Throwing Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
Travel slowly in different directions while manipulating a ball with various implements and body parts (hands, feet, scoop, hockey stick) on the spot while traveling	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Dribbling Introduction</li> <li>• Sheep Dogs</li> <li>• Dribbling “Soccer-Style”</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Kicking and Trapping</li> </ul>
Use both right and left hands to push a balloon upward and keep it off the ground with the hands, or with an implement (e.g., lightweight paddle)	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Volleying and Striking Introduction</li> <li>• Sheep Dogs</li> <li>• Keep It Up</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>

Strike a lightweight ball with at least three different body parts (e.g., knee, foot, elbow) keeping it in self-space	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Volleying and Striking Introduction</li> <li>• Dribbling, Volleying, and Striking Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
Strike a small playground ball off a tee or cone using the hand	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Batter Up!</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> </ul>
Throw various objects (e.g., ball, beanbag, Frisbee) at targets and play target games	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Throwing Underhand to Targets</li> <li>• Bowlers Rollers</li> <li>• Partner Throw and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
Demonstrate techniques for throwing (stance, step, follow-through)	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Throwing Underhand to Targets</li> <li>• Overhand Throw for Distance</li> <li>• Clean Your Room</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
Trap a slow moving ball with the bottom of both feet	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Partner Roll, Pass, and Trap</li> <li>• Passing in Pairs</li> <li>• Kicking and Trapping Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
Swing a short rope in various positions with the right and left hand (above head, in front of body, to right/left, under body)	Jumping Rubric	<ul style="list-style-type: none"> <li>• Individual Rope Jumping I</li> <li>• Individual Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> </ul>
Bounce a ball using two hands	Dribbling, Volleying,	<ul style="list-style-type: none"> <li>• Bounce and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling,</li> </ul>

	and Striking Rubric	Introduction <ul style="list-style-type: none"> <li>• Dribbling Introduction</li> </ul>	Volleying, and Striking
Demonstrate ways to bounce and catch using two hands, using a variety of balls (sponge, tennis, playground)	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Bounce and Catch Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> </ul>
Use a variety of small equipment (e.g., rope, hoop, ball, beanbag) to practice jumping over, around, and through	Jumping Rubric	<ul style="list-style-type: none"> <li>• Stationary Rope Jumping</li> <li>• Jumping Rhythmically</li> <li>• Movement Concepts Using Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> <li>• Building a Foundation</li> </ul>
Kick a ball at a large target (larger ball, hoop, pylon, partner)	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Kicking for Accuracy</li> <li>• Triangle Passing and 3-Player Kick and Score</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
Skip with a short rope forward and backward	Jumping Rubric	<ul style="list-style-type: none"> <li>• Individual Rope Jumping I</li> <li>• Individual Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> </ul>

SPARK Alignment with Nova Scotia Physical Education Standards  
(K-2 Version 2008)  
1<sup>st</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Basic Movement ~ Students will be expected to:			
Respond to a variety of stop and start signals	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• The Freeze</li> <li>• General Space and Creative Moves</li> <li>• Move and Groove</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Building a Foundation</li> <li>• Parachute</li> </ul>
Find a self-space in a large boundaried area	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• General Space and Creative Moves</li> <li>• Roadway</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• ASAP</li> </ul>
Identify the location of different body parts	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Basic Body Positions</li> <li>• Body Management and Balance</li> <li>• Bean Bag Balances</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Perform fast and slow movements with various body parts	Dance Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• The Mexican Hat Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Dance</li> </ul>
Travel while moving in a variety of	Building a Foundation	<ul style="list-style-type: none"> <li>• Tempos and</li> </ul>	<ul style="list-style-type: none"> <li>• Building a</li> </ul>

body shapes, with and without a partner	Rubric	<ul style="list-style-type: none"> <li>Creative Moves</li> <li>• Pairs Combining Movement Concepts</li> <li>• I See, I See</li> </ul>	<ul style="list-style-type: none"> <li>Foundation</li> <li>• Building a Foundation</li> <li>• ASAP</li> </ul>
Put a variety of body parts and objects into different levels, alone and with a partner	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Movement Concepts Using Hoops</li> <li>• The Hokey Pokey</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Dance</li> </ul>
Experience changing from a leading to a following position in relation to a partner	Games Rubric	<ul style="list-style-type: none"> <li>• Pairs Combining Movement Concepts</li> <li>• Partner Tag</li> <li>• Catch and Chase</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• Games</li> </ul>
Demonstrate ways to change direction and pathways while moving through general space, in order not to collide with others	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Pathways and Creative Moves</li> <li>• Chasing and Fleeing</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> </ul>
Jump, skip, gallop, and slide	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• 4 Corners</li> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Locomotor Grab Bag</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Building a Foundation</li> <li>• ASAP</li> </ul>

Alternative Environment ~ Not specifically addressed in SPARK K-2 curriculum

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Dance – Students will be expected to:			
Experience the enjoyment of participating alone and with others	Games Rubric	<ul style="list-style-type: none"> <li>• Emotion Motion</li> <li>• The Bunny Hop</li> <li>• The Chicken Dance</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Dance</li> <li>• ASAP</li> </ul>
Select and respond to music of different tempos to stimulate locomotor movements	Dance Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> <li>• Seven Jumps</li> <li>• The Mexican Hat Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Dance</li> <li>• Dance</li> </ul>
Experience moving on straight, curved, and zig-zag pathways	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Pathways and Creative Moves</li> <li>• The Muffin Man</li> <li>• The Conga</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Dance</li> <li>• Dance</li> </ul>
Demonstrate ways to change from a leading to a following position in relation to a partner	Dance Rubric	<ul style="list-style-type: none"> <li>• Pairs Combining Movement Concepts</li> <li>• Catch and Chase</li> <li>• Hawaiian Roller Coaster Ride</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Games</li> <li>• Dance</li> </ul>
Demonstrate ways to express the qualities of fast and slow speed through a variety of creative dance sequences	Dance Rubric	<ul style="list-style-type: none"> <li>• Showtime</li> <li>• The Mexican Hat Dance</li> <li>• Tempos and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Building a Foundation</li> </ul>
Perform simple sequences that focus on changes in direction, level, pathway, and shape (separately or	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Alley Cat</li> <li>• Locomotor Skills, Levels, and</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Building a Foundation</li> </ul>

combined)		Directions <ul style="list-style-type: none"> <li>• Showtime</li> <li>• Stunts Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Educational Gymnastics~ Students will be expected to:</b>			
Demonstrate an understanding of safety rules specific to a gymnastic environment	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Stunts Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> </ul>
Demonstrate a willingness to take turns, as directed, on various pieces of gymnastic equipment	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Partner Stunts</li> <li>• Stunts Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Perform the qualities of fast and slow speed through a variety of gymnastic sequences on the floor and on small equipment	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Tempos and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> </ul>
Demonstrate ways to follow different pathways and directions while moving on the ground or on low equipment	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Pathways and Creative Moves</li> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Animal Balancing Act</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Demonstrate the use of movement sentences (the starting position is the capital letter, the action is the verb, the quality of movement is	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Body Management and Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and</li> </ul>

the adjective, and the finishing position is the period) to explore balances and shapes		<ul style="list-style-type: none"> <li>• Basic Body Positions</li> </ul>	Tumbling
Experience and perform a variety of rolls (log, shoulder, forward)	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Weight Transfer and Rolls</li> <li>• Stunts Circuit</li> <li>• Stunts Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Combine jumps and landing to create a sequence	Jumping Rubric	<ul style="list-style-type: none"> <li>• Jumping and Landing</li> <li>• Jumping and Landing Patterns</li> <li>• Jumping Rhythmically</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
Demonstrate ways to jump and land using a variety of take-off and landing patterns (two feet to two feet, one foot to two feet, one foot to one foot, and one foot to the other foot)	Jumping Rubric	<ul style="list-style-type: none"> <li>• Jumping and Landing</li> <li>• Jumping and Landing Patterns</li> <li>• Movement Concepts Using Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Jumping</li> <li>• Building a Foundation</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Skill Development ~ Students will be expected to:			
Demonstrate an understanding of	Games Rubric	<ul style="list-style-type: none"> <li>• Catch a Tail</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> </ul>

fair-play principles		<ul style="list-style-type: none"> <li>• Stuck-in-the-Mud</li> <li>• Squirrels in the Trees</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Games</li> </ul>
Demonstrate a willingness to move in various formations (line, circle, scattered)	Dance Rubric	<ul style="list-style-type: none"> <li>• The Bunny Hop</li> <li>• The Muffin Man</li> <li>• Seven Jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Demonstrate an understanding of the difference between right and left	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• General Space and Creative Moves</li> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Stunts Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Catch a softly thrown ball at different levels using properly positioned hands	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Self-Toss and Catch</li> <li>• Partner Throw and Catch</li> <li>• Catching and Throwing Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
Travel slowly in different directions while manipulating a ball with various implements and body parts (hands, feet, scoop, hockey stick) on the spot while traveling	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Dribbling Introduction</li> <li>• Sheep Dogs</li> <li>• Dribbling “Soccer-Style”</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Kicking and Trapping</li> </ul>
Use both right and left hands to push a balloon upward and keep it off the ground with the hands, or with an implement (e.g., lightweight paddle)	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Volleying and Striking Introduction</li> <li>• Sheep Dogs</li> <li>• Keep It Up</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>

Strike a lightweight ball with at least three different body parts (e.g., knee, foot, elbow) keeping it in self-space	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Volleying and Striking Introduction</li> <li>• Dribbling, Volleying, and Striking Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
Strike a small playground ball off a tee or cone using the hand	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Batter Up!</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> </ul>
Throw various objects (e.g., ball, beanbag, Frisbee) at targets and play target games	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Throwing Underhand to Targets</li> <li>• Bowlers Rollers</li> <li>• Partner Throw and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
Demonstrate techniques for throwing (stance, step, follow-through)	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Throwing Underhand to Targets</li> <li>• Overhand Throw for Distance</li> <li>• Clean Your Room</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
Trap a slow moving ball with the bottom of both feet	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Partner Roll, Pass, and Trap</li> <li>• Passing in Pairs</li> <li>• Kicking and Trapping Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
Swing a short rope in various positions with the right and left hand (above head, in front of body, to right/left, under body)	Jumping Rubric	<ul style="list-style-type: none"> <li>• Individual Rope Jumping I</li> <li>• Individual Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> </ul>
Bounce a ball using two hands	Dribbling, Volleying,	<ul style="list-style-type: none"> <li>• Bounce and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling,</li> </ul>

	and Striking Rubric	Introduction <ul style="list-style-type: none"> <li>• Dribbling Introduction</li> </ul>	Volleying, and Striking
Demonstrate ways to bounce and catch using two hands, using a variety of balls (sponge, tennis, playground)	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Bounce and Catch Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> </ul>
Use a variety of small equipment (e.g., rope, hoop, ball, beanbag) to practice jumping over, around, and through	Jumping Rubric	<ul style="list-style-type: none"> <li>• Stationary Rope Jumping</li> <li>• Jumping Rhythmically</li> <li>• Movement Concepts Using Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> <li>• Building a Foundation</li> </ul>
Kick a ball at a large target (larger ball, hoop, pylon, partner)	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Kicking for Accuracy</li> <li>• Triangle Passing and 3-Player Kick and Score</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
Skip with a short rope forward and backward	Jumping Rubric	<ul style="list-style-type: none"> <li>• Individual Rope Jumping I</li> <li>• Individual Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> </ul>

SPARK Alignment with Nova Scotia Physical Education Standards  
(K-2 Version 2008)  
2<sup>nd</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Basic Movement ~ Students will be expected to:			
Demonstrate an understanding of safety rules in physical education classes	Games Rubric	<ul style="list-style-type: none"> <li>• Stunts Introduction</li> <li>• Parachute Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Parachute</li> </ul>
Respond and react to start and stop signals (e.g., use drum, whistle, voice) using speed as a variable	Games Rubric	<ul style="list-style-type: none"> <li>• The Freeze</li> <li>• Dead Bugs</li> <li>• Toys Alive!</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• ASAP</li> <li>• ASAP</li> </ul>
Experience a variety of ways of moving in relation to a stationary partner or object	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Movement Concepts Using Hoops</li> <li>• Grouping and Making Bridges</li> <li>• Stationary Rope Jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Jumping</li> </ul>
Experience combining shapes, levels, and pathways into simple sequences	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Pathways and Creative Moves</li> <li>• Tempos and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation Dance</li> <li>• Building a Foundation</li> </ul>

Demonstrate an understanding of the effect of physical activity on one's heart	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> </ul>
Demonstrate a variety of warm-up and cool-down activities	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Stunts Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>

Alternative Environment ~ Not specifically addressed in SPARK K-2 curriculum

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Dance ~ Students will be expected to:			
Experience dancing to a variety of music with varying tempos or speeds	Dance Rubric	<ul style="list-style-type: none"> <li>• The Mexican Hat Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>
Demonstrate an understanding of the origin of dances taught in class, and explore the cultures from which these dances originate	Dance Rubric	<ul style="list-style-type: none"> <li>• Tarantella</li> <li>• Mayonesa</li> <li>• The Conga</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Experience using different body shapes and movements to creatively express the various qualities of effort (e.g., force, speed)	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Monkey See, Monkey Do</li> <li>• Jumping Rhythmically</li> <li>• The Shoemaker's Dance</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Jumping</li> <li>• Dance</li> </ul>
Perform locomotor and non-locomotor movements with a partner demonstrating different	Dance Rubric	<ul style="list-style-type: none"> <li>• Hawaiian Roller Coaster Ride</li> <li>• The Bunny Hop</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>

relationships (e.g., leading, following, mirroring)		<ul style="list-style-type: none"> <li>The Conga</li> </ul>	
Demonstrate ways to create a still life and slow motion representation of a symbol or picture of physical activity	Dance Rubric	<ul style="list-style-type: none"> <li>Create a Dance</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> </ul>
Perform dance sequences that focus on changes in direction, level, pathway, and shape (separately or combined)	Dance Rubric	<ul style="list-style-type: none"> <li>Alley Cat</li> <li>The Bunny Hop</li> <li>Seven Jumps</li> </ul>	<ul style="list-style-type: none"> <li>ASAP</li> <li>Dance</li> <li>Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Educational Gymnastics ~ Students will be expected to:</b>			
Take responsibility for the safety of oneself and others when using gymnastic equipment	Games Rubric	<ul style="list-style-type: none"> <li>Dynamic Balances (SPARK It Up! Raised Lines)</li> </ul>	<ul style="list-style-type: none"> <li>Balance, Stunts, and Tumbling</li> </ul>
Select and perform activity-specific stretches for gymnastics maneuvers		•	•
Demonstrate ways to manage own body weight while hanging and climbing	Hanging, climbing not specifically addressed in K-2 SPARK curriculum		
Demonstrate ways to transfer weight over low equipment (e.g., hurdles, hoops, mats) in a variety of ways	Jumping Rubric	<ul style="list-style-type: none"> <li>Hurdling Practice</li> <li>Weight Transfer and Rolls</li> </ul>	<ul style="list-style-type: none"> <li>Jumping</li> <li>Balance, Stunts, and Tumbling</li> </ul>
Experience the qualities of light and strong force through a variety of gymnastic sequences	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>Stunts Add-On</li> </ul>	<ul style="list-style-type: none"> <li>Balance, Stunts, and Tumbling</li> </ul>

Perform different body shapes in the air when jumping off the ground or low-level equipment	Jumping Rubric	<ul style="list-style-type: none"> <li>• Jumping and Landing Patterns</li> <li>• Jumping and Landing</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Emphasize resilience in the landing	Jumping Rubric	<ul style="list-style-type: none"> <li>• Jumping and Landing Patterns</li> <li>• Jumping and Landing</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Perform a jump, land, and roll in any direction	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Weight Transfer and Rolls</li> <li>• Stunts Add-On</li> <li>• Showtime</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Demonstrate an understanding of proper spotting procedures when using large apparatus	Large apparatus not address in K-2 SPARK Curriculum		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Skill Development ~ Students will be expected to:</b>			
Demonstrate using the inside of the foot to send and collect a ball	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Dribbling “Soccer-Style”</li> <li>• Control Dribble Around Obstacles</li> <li>• Tunnel Dribble</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
Move to catch an object in a small	Catching and	<ul style="list-style-type: none"> <li>• Monkey in the</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> </ul>

group (two on one keep away situation)	Throwing Rubric	Middle	
Demonstrate the ability to strike a suspended ball, using a forehand motion, with either a hand or a lightweight paddle	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Volleying and Striking Introduction</li> <li>• Striking with Paddles</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
Send a ball along the ground and through the air with a body part and an implement to a stationary partner	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Keep It Up</li> <li>• Partner Throw and Catch</li> <li>• Partner Roll, Pass, and Trap</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Catching and Throwing</li> <li>• Kicking and Trapping</li> </ul>
Run and kick a ball that is moving slowly toward or away from him/her, using the instep	Kicking and Trapping Rubric	<ul style="list-style-type: none"> <li>• Passing in Pairs</li> <li>• Triangle Passing and 3-Player Kick and Score</li> <li>• Kicking and Trapping Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
Use an overhand throw, so that the ball travels in different pathways in the air and covers different distances	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Overhand Throw for Distance</li> <li>• Catching and Throwing Circuit</li> <li>• Clean Your Room</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
Use dodging skills in a small group situation using a soft, lightweight object	Games Rubric	<ul style="list-style-type: none"> <li>• Cookie Monster Tag</li> <li>• Color Tag</li> <li>• Catch and Chase</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Games</li> <li>• Games</li> </ul>

Use a variety of objects (balls, beanbags) to practice throwing at a target	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Throwing Underhand to Targets</li> <li>• Catching and Throwing Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Catching and Throwing</li> </ul>
Recognize that skill development requires practice	Manipulatives Rubric	<ul style="list-style-type: none"> <li>• Scarf Juggling Lead-Up</li> <li>• Individual Rope Jumping II</li> <li>• Weight Transfer and Rolls</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Jumping</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Dribble a ball, using the hands or feet	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Squirrels and Acorns</li> <li>• Control Dribble Around Obstacles</li> <li>• Tunnel Dribble</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Kicking and Trapping</li> <li>• Kicking and Trapping</li> </ul>
Strike a ball with a bat from a tee or cone, using a correct grip and side orientation	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Batter Up!</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> </ul>
Strike a ball repeatedly using different body parts and implements	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> <li>• Volleying and Striking Introduction</li> <li>• Keep It Up</li> <li>• Striking with Paddles</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
Demonstrate an understanding of	Games Rubric	<ul style="list-style-type: none"> <li>• General Space and</li> </ul>	<ul style="list-style-type: none"> <li>• Building a</li> </ul>

the significance of boundaries used in various activities		Creative Moves <ul style="list-style-type: none"> <li>• I Want a Home</li> <li>• Roadway</li> </ul>	Foundation <ul style="list-style-type: none"> <li>• ASAP</li> <li>• ASAP</li> </ul>
Demonstrate an understanding of the different roles in various game situations	Games Rubric	<ul style="list-style-type: none"> <li>• Crazy Cones</li> <li>• Sugar and Fat Tag</li> <li>• The Dog Catcher</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Games</li> <li>• Games</li> </ul>
Create a sequence using a variety of rope swings	Jumping Rubric	<ul style="list-style-type: none"> <li>• Long Rope Turning in Pairs</li> <li>• Individual Rope Jumping I</li> <li>• Showtime</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
Demonstrate ways to skip with a rope, forward and backward	Jumping Rubric	<ul style="list-style-type: none"> <li>• Individual Rope Jumping II</li> <li>• Jumping and Landing Circuit</li> <li>• Showtime</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
Perform a variety of single-rope skipping skills	Jumping Rubric	<ul style="list-style-type: none"> <li>• Individual Rope Jumping II</li> <li>• Jumping and Landing Circuit</li> <li>• Showtime</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
Demonstrate and perform the continuous turning of a long rope with a partner	Jumping Rubric	<ul style="list-style-type: none"> <li>• Long Rope Turning in Pairs</li> <li>• Long Rope Jumping I</li> <li>• Long Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> <li>• Jumping</li> </ul>
Demonstrate the ability to enter and exit a moving long rope	Jumping Rubric	<ul style="list-style-type: none"> <li>• Long Rope Jumping I</li> <li>• Long Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping</li> </ul>

Demonstrate ways to kick a ball at a small target (foot, leg)	Kicking and Trapping Rubric	<ul style="list-style-type: none"><li>• Tunnel Dribble</li><li>• Kicking for Accuracy</li><li>• Soccer Golf</li></ul>	<ul style="list-style-type: none"><li>• Kicking and Trapping</li><li>• Kicking and Trapping</li><li>• Kicking and Trapping</li></ul>
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SPARK Alignment with Nova Scotia Physical Education Standards  
(3-6 Version 2009)  
3<sup>rd</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Basic Movement ~ Students will be expected to:			
Demonstrate an understanding of safety rules in physical education classes	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>● Medicine Ball Activities</li> <li>● Learning the Stunts</li> <li>● Tag</li> </ul>	<ul style="list-style-type: none"> <li>● Group Fitness</li> <li>● Stunts and Tumbling</li> <li>● Chasing and Fleeing</li> </ul>
Respond and react to start and stop signals (e.g., use drum, whistle, voice) using speed as a variable	Recess Activities Rubric	<ul style="list-style-type: none"> <li>● The Snake</li> <li>● 4-Corner Scramble</li> <li>● Offense/Defense</li> </ul>	<ul style="list-style-type: none"> <li>● Walk/Jog/Run</li> <li>● Recess Activities</li> <li>● ASAP</li> </ul>
Experience a variety of ways of moving in relation to a stationary partner or object	Chasing and Fleeing Self-Check	<ul style="list-style-type: none"> <li>● Hoop It Up!</li> <li>● Grid Passing</li> </ul>	<ul style="list-style-type: none"> <li>● Recess Activities</li> <li>● Basketball</li> </ul>
Experience combining shapes, levels, and pathways into simple sequences	Create a Dance Rubric	<ul style="list-style-type: none"> <li>● Create a Dance</li> <li>● Create a Routine</li> <li>● Stunt Stories and Tumbling Tales</li> </ul>	<ul style="list-style-type: none"> <li>● Dance</li> <li>● Group Fitness</li> <li>● Stunts and Tumbling</li> </ul>
Demonstrate an understanding of the effect of physical activity on one's heart	Fitness Circuits Think About...	<ul style="list-style-type: none"> <li>● Moving Around the Track</li> <li>● Solo Aerobic Fitness</li> <li>● Aerobic Capacity</li> </ul>	<ul style="list-style-type: none"> <li>● Map Challenges</li> <li>● Fitness Challenges</li> <li>● Fitness Circuits</li> </ul>

		Circuit	
Demonstrate a variety of warm-up and cool-down activities	Fun and Flexibility Task Card	<ul style="list-style-type: none"> <li>• Daily Dozen</li> <li>• Perimeter Move</li> <li>• Meet Me in the Middle</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• ASAP</li> <li>• ASAP</li> </ul>

Alternative Environment ~ Not specifically addressed in SPARK 3-6 curriculum

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Dance ~ Students will be expected to:			
Experience dancing to a variety of music with varying tempos or speeds	Dance Self-Check	<ul style="list-style-type: none"> <li>• Louisiana Saturday Night</li> <li>• Whomp It Up</li> <li>• Alunelul</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Demonstrate an understanding of the origin of dances taught in class, and explore the cultures from which these dances originate	Dance Self-Check	<ul style="list-style-type: none"> <li>• Alunelul</li> <li>• Cotton-Eyed Joe</li> <li>• Irish Jig</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Experience using different body shapes and movements to creatively express the various qualities of effort (e.g., force, speed)	Create a Dance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>
Perform locomotor and non-locomotor movements with a partner demonstrating different relationships (e.g., leading, following, mirroring)	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Hot Time</li> <li>• Virginia Reel</li> <li>• Scatter Square Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>

Demonstrate ways to create a still life and slow motion representation of a symbol or picture of physical activity	Create a Dance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>
Perform dance sequences that focus on changes in direction, level, pathway, and shape (separately or combined)	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• California Strut</li> <li>• 5, 6, 7, 8</li> <li>• Hot Time</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Educational Gymnastics~ Students will be expected to:			
Take responsibility for the safety of oneself and others when using gymnastic equipment	Use of gymnastic apparatus not specifically addressed in SPARK 3-6 Curriculum		
Select and perform activity-specific stretches for gymnastics maneuvers	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Daily Dozen</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Demonstrate ways to manage own body weight while hanging and climbing	Not specifically addressed in SPARK 3-6 Curriculum		
Demonstrate ways to transfer weight over low equipment (e.g., hurdles, hoops, mats) in a variety of ways	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Experience the qualities of light and strong force through a variety of gymnastic sequences	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> <li>• Those Tricky Transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and</li> </ul>

			Tumbling
Perform different body shapes in the air when jumping off the ground or low-level equipment	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Emphasize resilience in the landing	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Perform a jump, land, and roll in any direction	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Stunt Stories and Tumbling Tales</li> <li>• Those Tricky Transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Demonstrate an understanding of proper spotting procedures when using large apparatus	Not specifically addressed in SPARK 3-6 Curriculum		

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Skill Development ~ Students will be expected to:</b>			
Demonstrate using the inside of the foot to send and collect a ball	<ul style="list-style-type: none"> <li>• Soccer Self-Check</li> <li>• Soccer Skills Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Passing Drills</li> <li>• Pass and Follow</li> <li>• Corner to Corner</li> <li>• Pass and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Soccer</li> </ul>
Move to catch an object in a small group (two on one keep away situation)	Basketball Performance Rubric	<ul style="list-style-type: none"> <li>• Grid Passing</li> <li>• Keep Away (2 on 1)</li> <li>• 3-Catch Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Basketball</li> <li>• Basketball</li> </ul>
Demonstrate the ability to strike a suspended ball, using a forehand	Racquets and Paddles Skills Performance	<ul style="list-style-type: none"> <li>• Paddles Call Ball</li> <li>• Batter Splatter</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> </ul>

motion, with either a hand or a lightweight paddle	Rubric	<ul style="list-style-type: none"> <li>• Introduction to Badminton</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>
Send a ball along the ground and through the air with a body part and an implement to a stationary partner	<ul style="list-style-type: none"> <li>• Hockey Self-Check</li> <li>• Soccer Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Pass and Follow</li> <li>• Corner to Corner Pass and Go</li> <li>• Trap, Pass, and Follow</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Soccer</li> </ul>
Run and kick a ball that is moving slowly toward or away from him/her, using the instep	Soccer Skills Performance Rubric	<ul style="list-style-type: none"> <li>• 5-Player Kick and Dribble</li> <li>• Corner to Corner Give and Go</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Soccer</li> </ul>
Use an overhand throw, so that the ball travels in different pathways in the air and covers different distances	Softball Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Throw and Catch</li> <li>• Out at Home!</li> <li>• Beat the Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Softball</li> </ul>
Use dodging skills in a small group situation using a soft, lightweight object	Chasing and Fleeing Performance Rubric	<ul style="list-style-type: none"> <li>• Tag Team</li> </ul>	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> </ul>
Use a variety of objects (balls, beanbags) to practice throwing at a target	Flying Disc Performance Rubric	<ul style="list-style-type: none"> <li>• Flying Disc Golf</li> <li>• Football Golf</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Football</li> <li>• Basketball</li> </ul>
Recognize that skill development requires practice	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> <li>• Jump the Circuit</li> <li>• Movement Band Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Jump Rope</li> <li>• Movement Bands</li> </ul>
Dribble a ball, using the hands or feet	<ul style="list-style-type: none"> <li>• Basketball Self-Check</li> <li>• Soccer Self-</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling Drills</li> <li>• Soccer Hoopla</li> <li>• Rainforest</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Soccer</li> <li>• Soccer</li> </ul>

	Check		
Strike a ball with a bat from a tee or cone, using a correct grip and side orientation	Softball Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Batting Practice</li> <li>• Pepper</li> <li>• Open Base</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Softball</li> </ul>
Strike a ball repeatedly using different body parts and implements	<ul style="list-style-type: none"> <li>• Volleyball Self-Check</li> <li>• Hockey Self-Check</li> <li>• Racquets and Paddles Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Passing Pairs</li> <li>• Mini-Hockey</li> <li>• Paddle 2-Square</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Hockey</li> <li>• Racquets and Paddles</li> </ul>
Demonstrate an understanding of the significance of boundaries used in various activities	Chasing and Fleeing Rubric	<ul style="list-style-type: none"> <li>• Capture the Flag</li> <li>• Mini-Basketball</li> <li>• 4-Zone Football</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Basketball</li> <li>• Football</li> </ul>
Demonstrate an understanding of the different roles in various game situations	Aerobic Games Rubric	<ul style="list-style-type: none"> <li>• Offense/Defense</li> <li>• Quiddich</li> <li>• Raiders of the Ark</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Aerobic Games</li> </ul>
Create a sequence using a variety of rope swings	Jump Rope Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> </ul>
Demonstrate ways to skip with a rope, forward and backward	Jump Rope Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Jump the Circuit</li> <li>• Jump Wheel</li> <li>• Jump Rope Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
Perform a variety of single-rope skipping skills	Jump Rope Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Jump the Circuit</li> <li>• Jump Wheel</li> <li>• Jump Rope Add-On</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Jump Rope</li> <li>• Jump Rope</li> </ul>
Demonstrate and perform the continuous turning of a long rope with a partner	Long rope skills addressed in SPARK K-2 manual Jumping Unit		
Demonstrate the ability to enter			

and exit a moving long rope			
Demonstrate ways to kick a ball at a small target (foot, leg)	Soccer Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Passing Drills</li> <li>• 5 Person Kick and Dribble</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Soccer</li> </ul>

SPARK Alignment with Nova Scotia Physical Education Standards  
(3-6 Version 2009)  
4<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living~ Students will be expected to:			
Demonstrate an understanding of the importance and benefits of warm-up and cool-down activities	Fun and Flexibility Task Card	<ul style="list-style-type: none"> <li>• Daily Dozen</li> <li>• Perimeter Move</li> <li>• Meet Me in the Middle</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• ASAP</li> <li>• ASAP</li> </ul>
Demonstrate knowledge of the <b>location of the body's large muscle</b> groups and use them to increase strength and perform locomotor activities of low-, medium-, and high-intensity (e.g., walking, jogging, running)	Fitness Challenges Rubric	<ul style="list-style-type: none"> <li>• Daily Dozen</li> <li>• Fitness Grids</li> <li>• Inside-Outside Walk/Jog</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Fitness Circuits</li> <li>• Walk/Jog/Run</li> </ul>
Develop a variety of skipping skills for use in an aerobic activity	Group Fitness Rubric	<ul style="list-style-type: none"> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> </ul>
Demonstrate a willingness to participate in an intramural activity at lunch time or after school	Recess Activities Rubric	<ul style="list-style-type: none"> <li>• Straddleball</li> <li>• 2-Square</li> <li>• Wallball</li> </ul>	<ul style="list-style-type: none"> <li>• Recess</li> <li>• Recess</li> <li>• Recess</li> </ul>
Identify and list benefits resulting from participation in different forms of physical activities	Sample debrief Question: <i>What are the benefits over time of participating in</i>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Solo Aerobic Fitness Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>

	<i>physical activities and exercise on a regular basis?</i>	<ul style="list-style-type: none"> <li>• Fitness Grids</li> </ul>	
Participate with and show respect for persons of like and different skill levels	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Soccer Group Challenge</li> <li>• Group Jump Rope Challenge</li> <li>• Survivor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Jump Rope</li> <li>• Fitness Challenges</li> </ul>
Identify good and bad foods and their effect on the body	Body Composition BINGO SPARK It Up!	<ul style="list-style-type: none"> <li>• Body Composition BINGO</li> <li>• Body Composition Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>

Alternative Environment ~ Not specifically addressed in SPARK 3-6 curriculum

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Dance~ Students will be expected to:			
Demonstrate ways to travel, changing speed and direction, in response to a variety of rhythms	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• California Strut</li> <li>• Achy Breaky Heart</li> <li>• Louisiana Saturday Night</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Perform simple rhythmic actions to songs	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• 5-6-7-8</li> <li>• Movement Band Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Movement Bands</li> <li>• Group Fitness</li> </ul>

		<ul style="list-style-type: none"> <li>• Aerobic Dance</li> </ul>	
Demonstrate ways to mirror and match the movements of a travelling partner to form sequences and dances	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Hot Time</li> <li>• Virginia Reel</li> <li>• Create a Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Demonstrate ways to combine two or more movement patterns based on sets of either three or four beats into repeatable sequences or to music	Create a Dance Rubric	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• Create a Routine</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Movement Bands</li> <li>• Group Fitness</li> </ul>
Perform a folk dance for a group (e.g., younger students, parents, senior citizens)	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Alunelul</li> <li>• Cotton-Eyed Joe</li> <li>• Irish Jig</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Identify and describe how culture is reflected in folk dance	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Alunelul</li> <li>• Cotton-Eyed Joe</li> <li>• Irish Jig</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Identify and compare the use of a variety of types of music used in dance, and appreciate and respect the place of each	Dance Performance Rubric	<ul style="list-style-type: none"> <li>• Irish Jig</li> <li>• Virginia Reel</li> <li>• Mambo #5</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Educational Gymnastics ~ Students will be expected to:			
Apply appropriate safe spotting procedures for gymnastics activities	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Switcheroo Stunt Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Perform balance in a variety of	Stunts and Tumbling	<ul style="list-style-type: none"> <li>• Look, Learn and</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and</li> </ul>

positions using one, two, three, four, or five bases of support and demonstrating various shapes and body control (wide, narrow, curled)	Performance Rubric	Leave	Tumbling
Demonstrate ways to travel, jump, land, and roll over low equipment (starting with the roll with or without hands on the floor)	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>Look, Learn and Leave SPARK It Up Mini-Obstacle Course</li> </ul>	<ul style="list-style-type: none"> <li>Stunts and Tumbling</li> </ul>
Demonstrate a variety of rolls (e.g., shoulder, forward, back) using correct technique	Stunts and Tumbling Performance Rubric	<ul style="list-style-type: none"> <li>Look, Learn and Leave</li> <li>Those Tricky</li> </ul>	<ul style="list-style-type: none"> <li>Stunts and Tumbling</li> </ul>
Experience using small equipment (e.g., hoops, ropes) to create a sequence of various gymnastic skills		<ul style="list-style-type: none"> <li>Look, Learn and Leave SPARK It Up Mini-Obstacle Course</li> </ul>	<ul style="list-style-type: none"> <li>Stunts and Tumbling</li> </ul>
Create and perform simple sequences alone or with a partner involving rolling, weight transfers, and balances	Create a Routine Rubric	<ul style="list-style-type: none"> <li>Create a Routine</li> <li>Stunt Stories and Tumbling Tales</li> </ul>	<ul style="list-style-type: none"> <li>Stunts and Tumbling</li> <li>Stunts and Tumbling</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Skill Development – Students will be expected to:</b>			
Throw balls of various sizes and weights to an appropriate target or partner using a smooth overhead motion	Softball Skills Performance Rubric	<ul style="list-style-type: none"> <li>Partner Throw and Catch</li> <li>Air It Out</li> <li>Quidditch</li> </ul>	<ul style="list-style-type: none"> <li>Softball</li> <li>Football</li> <li>Aerobic Games</li> </ul>

Perform dodging skills	Chasing and Fleeing Performance Rubric	<ul style="list-style-type: none"> <li>• Basic Tag</li> <li>• Hospital Tag</li> <li>• Partner Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> <li>• Chasing and Fleeing</li> <li>• Chasing and Fleeing</li> </ul>
Dribble with feet and hands in a group in a restricted area without colliding with others	<ul style="list-style-type: none"> <li>• Soccer Skills Performance Rubric</li> <li>• Basketball Skills Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer Hoopla</li> <li>• Rainforest</li> <li>• Dribbling Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Soccer</li> <li>• Basketball</li> </ul>
Strike a lightweight ball in succession using at least two different body parts, keeping it in self-space	Volleyball Performance Rubric	<ul style="list-style-type: none"> <li>• Introduction to Forearm Pass (Bump)</li> <li>• Introduction to Overhead Pass (Set)</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
Strike a ball to a wall or a partner, with a paddle, using forehand and backhand strokes	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> <li>• Stroke and Catch</li> <li>• Paddle Wall Ball</li> <li>• Paddle 2-Square</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> <li>• Racquets and Paddles</li> </ul>
Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts (e.g., the bump volley as in volleyball, the thigh as in soccer)	Volleyball Performance Rubric	<ul style="list-style-type: none"> <li>• Bumping Buddies</li> <li>• Setting Pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
Demonstrate ways to avoid or catch an individual or object while travelling	Chasing and Fleeing Rubric	<ul style="list-style-type: none"> <li>• Basic Tag</li> <li>• Offense/Defense</li> <li>• Air Assault</li> </ul>	<ul style="list-style-type: none"> <li>• Chasing and Fleeing</li> <li>• ASAP</li> <li>• Football</li> </ul>
Demonstrate ways to keep an	Volleyball	<ul style="list-style-type: none"> <li>• Forearm 21</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> </ul>

object in the air using a variety of body parts and implements in a small group (e.g., balls, scoops, paddles, head, hands, feet)	Performance Rubric	<ul style="list-style-type: none"> <li>• Cooperative Countdown</li> <li>• Crossover</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> </ul>
Identify and demonstrate the techniques of basic games skills (throw, catch) and practice independently to improve skill level	Softball Self-Check	<ul style="list-style-type: none"> <li>• Pitch and Catch</li> <li>• SPARK Softball</li> <li>• Passing and Receiving Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Softball</li> <li>• Football</li> </ul>
Demonstrate an understanding of the basic rules of the games played in class	Aerobic Games Rubric	<ul style="list-style-type: none"> <li>• Raiders of the Ark</li> <li>• Capture the Flag</li> <li>• Quidditch</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Aerobic Games</li> <li>• Aerobic Games</li> </ul>
Demonstrate an appreciation of the differences between co-operative and competitive activities and the role of each in physical education	Cooperative Self-Check	<ul style="list-style-type: none"> <li>• Beat the Clock</li> <li>• Pass It Around</li> <li>• Cooperative Countdown</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Volleyball</li> </ul>
Demonstrate ways to toss/catch three scarves in own space	Juggling Scarves Addressed in SPARK K-2 Curriculum		

SPARK Alignment with Nova Scotia Physical Education Standards  
(3-6 Version 2009)  
5<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living ~ Students will be expected to:			
Select and perform stretching activities for specific muscle groups	Fun and Flexibility Task Card (Fitness Challenges)	<ul style="list-style-type: none"> <li>● Daily Dozen</li> <li>● Fun and Flexibility with a Friend</li> <li>● Flexibility Circuit</li> </ul>	<ul style="list-style-type: none"> <li>● Stunts and Tumbling</li> <li>● Fitness Challenges</li> <li>● Fitness Circuits</li> </ul>
Demonstrate the ability to monitor heart rate before, during, and after activity	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>	<ul style="list-style-type: none"> <li>● Aerobic Dance</li> <li>● Walk/Jog Switcheroo</li> <li>● Moving for Time</li> </ul>	<ul style="list-style-type: none"> <li>● Group Fitness</li> <li>● Walk, Jog, Run Activities</li> <li>● Map Challenges</li> </ul>
Experience recovering from vigorous physical activity in an appropriate length of time	Sample debrief question: <i>How would you rate your level of exercise intensity using the</i>	<ul style="list-style-type: none"> <li>● Solo Aerobic Fitness Challenge</li> <li>● Aerobic Capacity Circuit</li> <li>● Aerobic Dance</li> </ul>	<ul style="list-style-type: none"> <li>● Fitness Challenges</li> <li>● Fitness Circuits</li> <li>● Group Fitness</li> </ul>

	<i>scale of perceived exertion?</i>		
Identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them	Debrief Question: <i>What types of stretches are unsafe? Why?</i>	<ul style="list-style-type: none"> <li>• Flexibility Circuit</li> <li>• Fitness Grids</li> <li>• Partner Mixed Fitness Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> </ul>
Participate with and show respect for persons of like and different skill levels	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Soccer Group Challenge</li> <li>• Group Jump Rope Challenge</li> <li>• Survivor Challenge</li> </ul>	Cooperative Skills Performance Rubric
Demonstrate a willingness to participate in an intramural activity	Intramurals not Addressed in 3-6 SPARK curriculum		
Demonstrate a willingness to choose and participate in an activity at home or in the community for personal enjoyment and health benefits	Home Plays – Various Units		
Monitor nutritional intake and relate it to an active, healthy lifestyle	Debrief Question: <i>How long would you need to run to burn the calories that are in one cup of ice cream?</i>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Solo Aerobic Fitness Challenge</li> <li>• Fitness Grids</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>

Alternative Environment ~ Not specifically addressed in SPARK 3-6 curriculum

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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Dance~ Students will be expected to:			
Demonstrate and participate in a variety of dance steps (e.g., promenade, do-si-do)	Dance Rubric	<ul style="list-style-type: none"> <li>Hot Time</li> <li>Virginia Reel</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Dance</li> </ul>
Create, perform, and teach a simple dance of his/her choice (e.g., line, folk, modern)	Create a Dance Rubric	<ul style="list-style-type: none"> <li>Create a Dance</li> <li>Create a Routine</li> <li>Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Group Fitness</li> <li>Movement Bands</li> </ul>
Demonstrate the use of a variety of relationships with a partner, or group, in a repeatable dance (e.g., behind, beside, mirroring, matching)	Dance Rubric	<ul style="list-style-type: none"> <li>Hot Time</li> <li>Virginia Reel</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Dance</li> </ul>
Demonstrate an understanding of the roles of males and females in the world of dance	Dance Rubric	<ul style="list-style-type: none"> <li>Hot Time</li> <li>Virginia Reel</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Dance</li> </ul>
Demonstrate an appreciation of ways to use the body and movement activities to communicate ideas and feelings	Create a Dance Rubric	<ul style="list-style-type: none"> <li>Create a Dance</li> <li>Create a Routine</li> <li>Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Group Fitness</li> <li>Movement Bands</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Educational Gymnastics~ Students will be expected to:			
Demonstrate ways to jump and land for height as well as for distance, using both a one- and two-foot take-off	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>Look, Learn and Leave</li> </ul>	<ul style="list-style-type: none"> <li>Stunts and Tumbling</li> </ul>
Balance on low equipment (tables, benches) using a variety of bases of		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

support			
Move feet into a high level by placing weight on the hands and landing with control	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Transfer weight in a variety of ways along low- and medium-level apparatus (beam, bench), using changes in direction, level, speed, and body shape	Gymnastic apparatus not specifically addressed in SPARK 3-6 curriculum		
Identify and describe the elements of different types of gymnastics (e.g., educational, artistic, rhythmic)	Sample Debrief Question: <i>How do artistic and rhythmic gymnastics differ? How are they similar?</i>	<ul style="list-style-type: none"> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Demonstrate an appreciation that people have various levels of flexibility and muscular strength, and these levels determine their performance in gymnastics	Sample Debrief Question: <i>Why is it beneficial to have strong muscles in the arms, chest, and back when performing gymnastic activities?</i>	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> <li>• Partner Switcheroo Stunt Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Create, individually or with partners, a three- or four-part routine, using a chosen theme (flight, weight transfer, balance)	Create a Routine Rubric	<ul style="list-style-type: none"> <li>• Stunt Stories and Tumbling Tales</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Participate in gymnastic activities that increase upper body strength (e.g., climb, pull, swing, hang)	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Daily Dozen</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>

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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Skill Development – Students will be expected to:			
Catch objects of different sizes and weights while moving toward a specified area	Football Performance Rubric	<ul style="list-style-type: none"> <li>• Air Assault</li> <li>• Raiders of the Ark</li> <li>• Hoop to Hoop</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Aerobic Games</li> <li>• Flying Disc</li> </ul>
Strike a ball, using a golf club or a hockey stick, so that it travels in an intended direction	Hockey Performance Rubric	<ul style="list-style-type: none"> <li>• Corner to Corner Pass and Go</li> <li>• Passing Drills</li> <li>• 5-Player Shoot and Dribble</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Hockey</li> </ul>
Bounce and then strike a small object using a forehand motion with a lightweight paddle or racket	Racquets and Paddles Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Paddle 2-Square</li> <li>• Paddle Wall Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> </ul>
Strike a gently tossed ball from a partner, using a backhand motion	Racquets and Paddles Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Stroke and Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> </ul>
Demonstrate ways to purposefully use general space to create or deny space when developing or using game strategies	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Defense!</li> <li>• Keep Away</li> <li>• Keep Away</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Basketball</li> <li>• Soccer</li> </ul>
Dribble a ball with hands and feet and maintain control while travelling within a group	Hockey Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Hockey Hoopla</li> <li>• Round Up</li> <li>• Dribbling Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> <li>• Basketball</li> </ul>
Demonstrate an understanding of offensive and defensive strategies in the games	Aerobic Games Rubric	<ul style="list-style-type: none"> <li>• Defense!</li> <li>• Offense/Defense</li> <li>• Keep Away (2-on-1)</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• ASAP</li> <li>• Aerobic Games</li> </ul>
Identify a game from Canada and one from another country, learn	Addressed in SPARK MS curriculum (World Games Unit)		

the rules of each, and present to the class			
Apply and respect the rules of games and accept officials' decisions	<ul style="list-style-type: none"> <li>• Aerobic Games Performance Rubric</li> <li>• Recess Activities Self-Check</li> <li>• Recess Activities Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Mini-Basketball</li> <li>• Mini-Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Basketball</li> <li>• Soccer</li> </ul>
Demonstrate respect for his/her opponents and give everyone an equal chance to participate	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Soccer Group Challenge</li> <li>• Group Jump Rope Challenge</li> <li>• Survivor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Jump Rope</li> <li>• Fitness Challenges</li> </ul>
Devise strategies to keep opponents from reaching a specific area, person, or object	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Defense!</li> <li>• Keep Away</li> <li>• Capture the Flag</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Basketball</li> <li>• Aerobic Games</li> </ul>
Use basic juggling skills to toss/catch scarves	Juggling scarves addressed in SPARK K-2 curriculum (Manipulatives Unit)		

SPARK Alignment with Nova Scotia Physical Education Standards  
(3-6 Version 2009)  
6<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living~ Students will be expected to:			
Seek out, participate with, and show respect for persons of like and different skill levels	Are You Part of the Cast? Cooperative All-Star Teammate—Self Check	<ul style="list-style-type: none"> <li>● Stepping Stones</li> <li>● Cooperative Volleyball</li> <li>● Group Trick Add-On</li> </ul>	<ul style="list-style-type: none"> <li>● Cooperative Games and Initiatives</li> <li>● Volleyball</li> <li>● Movement Bands</li> </ul>
Select and lead a warm-up and/or cool-down activity Perform activity-specific stretching	Sample Debrief question: <i>What should be included in a proper warm-up? What should be included in a proper cool-down?</i>	<ul style="list-style-type: none"> <li>● Fun and Flexibility with a Friend</li> <li>● Flexibility Circuit</li> <li>● Daily Dozen</li> </ul>	<ul style="list-style-type: none"> <li>● Fitness Challenges</li> <li>● Fitness Circuits</li> <li>● Stunts and Tumbling</li> </ul>
Demonstrate a willingness to choose to exercise at home for personal enjoyment and benefit	Map Challenges Mileage Chart	<ul style="list-style-type: none"> <li>● Moving Around the Track</li> <li>● Solo Aerobic Fitness Challenge</li> <li>● Walk/Jog Switcheroo</li> </ul>	<ul style="list-style-type: none"> <li>● Map Challenges</li> <li>● Fitness Challenges</li> <li>● Walk, Jog, Run Activities</li> </ul>
Participate in games, sports, dance,	Personal Best Day: My	<ul style="list-style-type: none"> <li>● Wallball</li> </ul>	<ul style="list-style-type: none"> <li>● Recess Activities</li> </ul>

and outdoor pursuits, both in and outside school, based on individual interests and capabilities	Personal Best Progress and Goals Card	<ul style="list-style-type: none"> <li>• Home Plays</li> <li>• Walk/Jog Switcheroo</li> </ul>	<ul style="list-style-type: none"> <li>• Various Units</li> <li>• Walk, Jog, Run Activities</li> </ul>
Demonstrate the ability to officiate a small-group game in class, intramural, or in the community (e.g., boys and girls club, scouts/guides)	Recess Performance Rubric	<ul style="list-style-type: none"> <li>• Peaceful Resolution Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> </ul>
Select activities designed to improve and maintain muscular strength and endurance, flexibility, and cardiorespiratory functioning	Sample Debrief Question: <i>What activities did you include to meet each fitness component?</i>	<ul style="list-style-type: none"> <li>• Personal Best Day</li> <li>• Pedometer Activity</li> <li>• Mixed Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Best Day</li> <li>• Map Challenges</li> <li>• Fitness Circuits</li> </ul>
Explain the benefits of good nutrition on activity level	Sample Debrief Question: <i>What are the benefits of good nutrition for physical activities and exercise?</i>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Solo Aerobic Fitness Challenge</li> <li>• Fitness Grids</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>

Alternative Environment ~ Not specifically addressed in SPARK 3-6 curriculum

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Dance ~ Students will be expected to:			
Teach a dance of their choice to a group of younger students	Create a Dance	<ul style="list-style-type: none"> <li>• Create a Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>
Perform dance sequences that show	Dance Rubric	<ul style="list-style-type: none"> <li>• Hot Time</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>

smooth transitions between movements		<ul style="list-style-type: none"> <li>• Pata Pata</li> <li>• Jekyll Island Stomp</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> </ul>
Create dance sequences using a variety of external stimuli (e.g., parachute, scarf, umbrella, home-made instruments) focusing on body shapes	Create a Dance	<ul style="list-style-type: none"> <li>• Create a Dance</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Movement Bands</li> </ul>
Select a dance form and research its historical, social, and cultural context	Academic Integration	<ul style="list-style-type: none"> <li>• Alunelul</li> <li>• Cotton-Eyed Joe</li> <li>• Irish Jig</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Recognize the role of dance in getting to know and understand <b>others' cultures</b>	Academic Integration	<ul style="list-style-type: none"> <li>• Alunelul</li> <li>• Cotton-Eyed Joe</li> <li>• Irish Jig</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Educational Gymnastics ~ Students will be expected to:			
Use small equipment (e.g., ribbons, balls, clubs) to create rhythmic gymnastic sequences to music	Rhythmic Gymnastics not addressed in SPARK 3-6 curriculum		
Demonstrate ways to transfer weight, from feet to hands, at fast and slow speeds, using large extension (e.g., mule-kick, handstand, cartwheel)	Stunts and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> <li>• Those Tricky Transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
Create and perform repeatable sequences (with a partner or in a	Create a Routine	<ul style="list-style-type: none"> <li>• Stunt Stories and Tumbling Tales</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>

small group) involving rolling and other skills (such as travelling, balancing, and weight transfers)		<ul style="list-style-type: none"> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>
Balance in a symmetrical or asymmetrical shape on large gymnastics equipment (e.g., beams, tables, benches)	Gymnastic apparatus not specifically addressed in SPARK 3-6 curriculum		
Balance on a variety of moving objects (e.g., balance boards, skates, scooters)			
Set up apparatus that promote climbing, swinging, pulling, and hanging			
Transfer gymnastic skills (e.g., balance) into other movement categories	<p>Sample Debrief Question: <i>Can you name some skills learned in one activity that can be transferred to another type of activity?</i></p>	<ul style="list-style-type: none"> <li>• Daily Dozen</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Skill Development ~ Students will be expected to:</b>			
Design and play small-group co-operative games	Softball Create a Game Rubric	<ul style="list-style-type: none"> <li>• Create a Game</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> </ul>
Perform an overhead volley using a lightweight ball back and forth with a partner across a medium-level net	Volleyball Skills Performance Rubric	<ul style="list-style-type: none"> <li>• Crossover</li> <li>• Setting Pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Volleyball</li> </ul>

or rope			
Strike a rebounding ball from a wall using forehand or backhand strokes, moving back to a ready position between strokes	Racquets and Paddles Performance Rubric	<ul style="list-style-type: none"> <li>● Paddle Wall Ball</li> </ul>	<ul style="list-style-type: none"> <li>● Racquets and Paddles</li> </ul>
Throw a variety of objects combining both accuracy and distance (e.g., Frisbees, deck tennis rings, footballs)	Flying Disc Performance Rubric	<ul style="list-style-type: none"> <li>● Flying Disc Golf</li> <li>● Target Throw</li> <li>● Football Golf</li> </ul>	<ul style="list-style-type: none"> <li>● Flying Disc</li> <li>● Flying Disc</li> <li>● Football</li> </ul>
Explain and apply safety procedures in equipment handling and game play	Sample Debrief Question: <i>Name some situations that would make an activity unsafe.</i>	<ul style="list-style-type: none"> <li>● Learning the Stunts</li> <li>● Partner Ball Challenges (Partner Fun and Trust)</li> <li>● Survivor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>● Stunts and Tumbling</li> <li>● Cooperatives</li> <li>● Fitness Challenges</li> </ul>
Manipulate objects (e.g., kick, throw) using varied amounts of force, flow, and speed appropriate to the given situation	Debrief Question: <i>What adjustments do you need to make to catch a ball that is thrown faster? From farther away?</i>	<ul style="list-style-type: none"> <li>● Grid Passing</li> <li>● Air It Out</li> <li>● Pass and Follow</li> </ul>	<ul style="list-style-type: none"> <li>● Basketball</li> <li>● Football</li> <li>● Hockey</li> </ul>
Pass and catch a ball while guarded by opponents	Football Performance Rubric	<ul style="list-style-type: none"> <li>● 4-Zone Football</li> <li>● 3-Catch Basketball</li> <li>● Quidditch</li> </ul>	<ul style="list-style-type: none"> <li>● Football</li> <li>● Basketball</li> <li>● Aerobic Games</li> </ul>
Explain why time and effort are prerequisites for skill improvement and fitness benefit	Sample debrief question: <i>Describe the principles of training (F.I.T.T.) How would you apply them to</i>	<ul style="list-style-type: none"> <li>● Aerobic Dance</li> <li>● Pick A Card Circuit</li> <li>● Survivor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>● Group Fitness</li> <li>● Fitness Circuits</li> <li>● Fitness Challenges</li> </ul>

	<i>improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?</i>		
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SPARK Alignment with Nova Scotia Physical Education Standards  
(MS Version 2010)  
7<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living – Students will be expected to:			
Set and modify goals to develop personal fitness to maintain a healthy lifestyle	Personally Fit		
Categorize activities and exercises according to cardiovascular benefits	<ul style="list-style-type: none"> <li>• Peer Coach (Fitness Stations Task Card)</li> <li>• Self-Check (Fitness)</li> <li>• Unit Test (Fitness)</li> </ul>	<ul style="list-style-type: none"> <li>• Volley Tennis, Heart Rate Extension</li> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
Describe and practice relaxation techniques for stress management	Self-Check (Fitness)	<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> </ul>
Describe the relationship between nutrition and activity	Fitness Unit Written Test	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Team Challenge</li> <li>• Fruit Smoothie</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
Explain the benefits of and demonstrate warm-up and cool-down activities	Fitness Unit Written Test	<ul style="list-style-type: none"> <li>• Combining Aerobic Capacity and Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> </ul>

Participate in activities that enhance cardiovascular fitness, muscular strength, endurance, and flexibility	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Body Composition Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
Identify resources in the community that contribute to active living	Personally Fit		

**Outdoor Activities ~ Not specifically addressed in SPARK MS curriculum**

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Dance ~ Students will be expected to:</b>			
Perform a variety of individual novelty dances (e.g., Y.M.C.A., Macarena, line dance, limbo)	Dance Teacher Rubric	<ul style="list-style-type: none"> <li>• Electric Slide</li> <li>• Beat It! Poco Loco</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> </ul>
Perform an aerobic dance sequence to music	Create a Routine Task Card	<ul style="list-style-type: none"> <li>• Create a Routine (Aerobic Capacity)</li> <li>• Cardio Dance Day</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Dance</li> </ul>
Demonstrate the use of a variety of objects (e.g., fans, drums, hats) to create dances	Props in dances not specifically addressed in MS SPARK curriculum		
Perform a variety of line, circle, and square dances learned in elementary school	Dance Teacher Rubric	<ul style="list-style-type: none"> <li>• Alunelul</li> <li>• Cotton-Eyed Joe</li> <li>• Irish Jig</li> </ul>	Dance (SPARK 3-6 curriculum)
Create and perform movement	Dance Teacher Rubric	<ul style="list-style-type: none"> <li>• Create a 4-Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>

sequences to a variety of music and rhythmic forms		Line Dance <ul style="list-style-type: none"> <li>• Create a POCO Loco</li> <li>• Create a Hip Hop Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> </ul>
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Educational Gymnastics ~ Students will be expected to:			
Demonstrate safety procedures and practices to avoid unnecessary risks	Stunts and Tumbling: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Partner Stunts</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts</li> <li>• Stunts</li> </ul>
Perform correct techniques for basic gymnastics skills (e.g., rolls, cartwheels, handstands)	Stunts and Tumbling: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Stunts and Tumbling Buffet</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts</li> <li>• Stunts</li> </ul>
Demonstrate travel, balance, and weight transfers on the floor and on small and/or large equipment	Stunts and Tumbling: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Stunts and Tumbling Buffet</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts</li> <li>• Stunts</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
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**Sport Experience ~ Students will be expected to:**

Demonstrate sport-specific skills and be able to break them down into their components: preparation, action, follow-through	<ul style="list-style-type: none"> <li>• MS Unit</li> <li>• Teacher Rubrics</li> <li>• MS Unit Self-Checks</li> <li>• MS Unit Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Shooting</li> <li>• Passing and Receiving</li> <li>• Shooting and Goaltending</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Soccer</li> </ul>
Participate in a wide variety of sports and games	<ul style="list-style-type: none"> <li>• MS Unit Teacher Rubrics</li> <li>• MS Unit Self-Checks</li> <li>• MS Unit Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• 3-on-3 Basketball</li> <li>• Quick-Play Mini-Football</li> <li>• A Round of Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Golf</li> </ul>
Demonstrate an understanding of rules with regard to safety	MS Unit Written Tests	<ul style="list-style-type: none"> <li>• WFDF World Overall Flying Disc Championship</li> <li>• Mini-Soccer</li> <li>• Flag-Pulling</li> </ul>	<ul style="list-style-type: none"> <li>• Flying Disc</li> <li>• Soccer</li> <li>• Football</li> </ul>
Demonstrate an understanding of rules in game situations	MS Teacher Rubrics	<ul style="list-style-type: none"> <li>• A Round of Golf</li> <li>• Volleyball Royal Court</li> <li>• Modified Team Handball</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Volleyball</li> <li>• World Games</li> </ul>
Demonstrate positive personal social behaviors that emphasize fair play	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> <li>• Coulda Shoulda Woulda (all units)</li> </ul>	<ul style="list-style-type: none"> <li>• Poker Adventure Race</li> <li>• Seconds to Spare</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• World Games</li> <li>• World Games</li> <li>• World Games</li> </ul>

SPARK Alignment with Nova Scotia Physical Education Standards  
(MS Version 2010)  
8<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living~ Students will be expected to:			
Use relaxation techniques for stress management	Fitness Self-Check	<ul style="list-style-type: none"> <li>• Introduction to Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> </ul>
Design and analyze a personal nutrition plan	Personally Fit		
Analyze activities and exercises according to benefits to muscular strength, cardiovascular fitness, flexibility, and endurance	Fitness: <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Range of Motion Circuit</li> <li>• Basic Exercise Techniques</li> <li>• Aerobic Capacity Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
Explain the benefits of and demonstrate warm-up and cool-down activities	Fitness Unit Written Tests	<ul style="list-style-type: none"> <li>• Range of Motion Circuit</li> <li>• Balancing Strength and Flexibility</li> <li>• Combining Aerobic Capacity and Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• Fitness</li> </ul>
Participate in activities that enhance muscular strength, cardiovascular	Fitness: <ul style="list-style-type: none"> <li>• Self Check</li> </ul>	<ul style="list-style-type: none"> <li>• Range of Motion Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> </ul>

fitness, flexibility, and endurance	<ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Aerobic Capacity Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> </ul>
Plan how to utilize community resources	Personally Fit		

**Outdoor Activities ~ Not specifically addressed in SPARK MS curriculum**

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Dance ~ Students will be expected to:</b>			
Demonstrate learned traditional, line, circle, and square dances from previous grades	Dance: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• La Bomba Poco Loco</li> <li>• Rev up the Bomba Poco Loco</li> <li>• Hip Hop Basic Moves Jigsaw</li> <li>• Merengue Etiquette Basics</li> <li>• Merengue Jigsaw (Lady's Turns, Gentleman's Turns)</li> <li>• Merengue Sweetheart</li> <li>• Merengue Mixer!</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>
Practice new traditional, line, circle, and square dances	Dance: <ul style="list-style-type: none"> <li>• Test</li> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil Full of Lead Poco Loco</li> <li>• Corazon Espinado Poco Loco</li> <li>• Hip Hop Basic Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>

		<ul style="list-style-type: none"> <li>Jigsaw</li> <li>Swing Etiquette and Basics</li> <li>Swing Jigsaw (Lady's Turns, Gentleman's Turns)</li> <li>Swing Sweetheart</li> <li>More Swing Moves</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Dance</li> </ul>
Create, with a partner, an aerobic dance sequence to music	Create a Routine Task Card	<ul style="list-style-type: none"> <li>Create a Routine (Aerobic Capacity)</li> <li>Cardio Dance Day</li> </ul>	<ul style="list-style-type: none"> <li>Fitness</li> <li>Dance</li> </ul>
Dramatize through dance such things as historical events, movie themes, poetry, or art	Dance: <ul style="list-style-type: none"> <li>Test</li> <li>Teacher Rubric</li> <li>Self Check</li> <li>Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>Create a Hip Hop Routine</li> <li>Create your own Swing Moves</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Dance</li> </ul>
Choreograph movement sequences using elements of movement and basic dance steps and patterns	Dance: <ul style="list-style-type: none"> <li>Test</li> <li>Teacher Rubric</li> <li>Self Check</li> <li>Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>Create a Hip Hop Routine</li> <li>Create your own Swing Moves</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Educational Gymnastics ~ Students will be expected to:			
Demonstrate safety procedures and practices to avoid unnecessary risks	Stunts and Tumbling: <ul style="list-style-type: none"> <li>Self Check</li> <li>Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>Self-Guided Tour</li> <li>Partner Stunts</li> </ul>	<ul style="list-style-type: none"> <li>Stunts</li> <li>Stunts</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>		
Experience individual, partner, and small-group balance and counter-balance	Stunts and Tumbling: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Stunts and Tumbling Buffet</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts</li> <li>• Stunts</li> </ul>
Develop and perform, with a partner, a sequence containing basic gymnastic skills on the floor and on small and/or large equipment	Stunts and Tumbling: <ul style="list-style-type: none"> <li>• Self Check</li> <li>• Peer Coach</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Stunts and Tumbling Buffet</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts</li> <li>• Stunts</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Sport Experience ~ Students will be expected to:</b>			
Refine sport-specific skills through practice and repetition	MS Unit Self-Checks, Peer Coach	<ul style="list-style-type: none"> <li>• Ball Control Drills</li> <li>• Dribbling Drills</li> <li>• Serve, Return, Catch</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Hockey</li> <li>• Handball</li> </ul>
Demonstrate the discipline and attitude required to master a skill	MS Unit Self-Checks	<ul style="list-style-type: none"> <li>• Putting to Targets</li> <li>• Individual Juggling (Sepak Takraw)</li> <li>• Target Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• World Games</li> <li>• World Games</li> </ul>
Demonstrate an understanding of positioning in offensive and defensive situations	MS Teacher Rubrics, Unit Written Tests	<ul style="list-style-type: none"> <li>• Zone and Player-to-Player Defenses</li> <li>• Zone Defense</li> <li>• Zone and Persona Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Hockey</li> <li>• Flying Disc</li> </ul>
Participate in sport and games using	MS Teacher Rubrics	<ul style="list-style-type: none"> <li>• Modified Team</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> </ul>

modified rules		Handball	
Maintain the safety of game play when rules are modified	MS Teacher Rubrics	<ul style="list-style-type: none"> <li>• A Round of Golf</li> <li>• Quick-Play Mini-Football</li> <li>• Modified Team Handball</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Football</li> <li>• World Games</li> </ul>
Demonstrate positive personal and social behaviors that emphasize fair play	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> <li>• Coulda Shoulda Woulda (all units)</li> </ul>	<ul style="list-style-type: none"> <li>• Poker Adventure Race</li> <li>• Seconds to Spare</li> <li>• Centipede Pass</li> <li>• Indiana Jones</li> </ul>	<ul style="list-style-type: none"> <li>• World Games</li> <li>• World Games</li> <li>• World Games</li> <li>• World Games</li> </ul>

SPARK Alignment with Nova Scotia Physical Education Standards  
(HS Version 2007)  
9<sup>th</sup> Grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Active Living~ Students will be expected to:			
Use relaxation techniques for stress management	Yoga/Pilates Feedback and Evaluation	<ul style="list-style-type: none"> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga</li> </ul>
Design a nutritional plan appropriate for a specific activity (e.g., cross-country skiing, weight lifting, aerobics)	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> <li>• Personal Fitness Project</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Fitness Project</li> </ul>
Participate in activities that develop personal fitness for active, healthy living	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Aerobics</li> <li>• Personal Fitness Project</li> <li>• Workout Buddies</li> <li>• Hearty Hoopla</li> <li>• Jump Rope Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Aerobics</li> <li>• Personal Fitness Project</li> </ul>
Plan and participate in personal fitness and activity programs, using the principles of training	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> <li>• Personal Fitness Project</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Fitness Project</li> </ul>
Design a circuit that includes	Personal Fitness	<ul style="list-style-type: none"> <li>• Personal Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Fitness</li> </ul>

activities to develop muscular strength, cardiovascular fitness, flexibility, and endurance	Program Evaluation	Project	Project
Set specific goals that use community resources or facilities to enhance his/her personal active-living goals	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> <li>Personal Fitness Project</li> </ul>	<ul style="list-style-type: none"> <li>Personal Fitness Project</li> </ul>

**Outdoor Activities ~ Not specifically addressed in SPARK MS curriculum**

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Dance ~ Students will be expected to:</b>			
Research and share with peers dances from other countries and/or cultures	Dance Skill Evaluations	<ul style="list-style-type: none"> <li>Pata Pata</li> <li>Troika</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Dance</li> </ul>
Create and teach an aerobic dance sequence to a small group in the class		Choreography Project	
Integrate sports themes and music to create dances (e.g., “Sweet Georgia Brown” and basketball, victory dance and football, slow-motion replay and martial arts)			
Create, choreograph, and perform dances for themselves and others in a variety of dance forms			
Apply the principles of mechanics to improve performance in dance		<ul style="list-style-type: none"> <li>5-6-7-8</li> <li>Pata Pata</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> </ul>

activities		• Troika	
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Educational Gymnastics ~ Students will be expected to:</b>			
Demonstrate safety procedures and practices to avoid risks	Weight Room and Fitness Lab Safety Test	Personal Fitness Project	
Create and perform group sequences using basic gymnastics skills on the floor and on small and/or large equipment	Gymnastics not specifically addressed in SPARK HS Manual		
Demonstrate balance and body control as they relate to sport (e.g., snowboarding, heading a soccer ball, or catching balls in the air)	Skill Evaluations	• Yoga	• Yoga

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>Sport Experience ~ Students will be expected to:</b>			
Play a variety of games putting several sport-specific skills into practice	Skill Evaluations	<ul style="list-style-type: none"> <li>• Volleyball Passing</li> <li>• Forehand and Backhand Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Racquetball</li> </ul>
Identify the relationship between body mechanics and performance	Skill Evaluations	• Power Stretching/Yoga	• Power Stretching/Yoga
Apply game strategies in a variety	Skill Evaluations	• Return Service to	• Volleyball

of sports and games		Target <ul style="list-style-type: none"> <li>• 5-Person Hit and Run Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> </ul>
Demonstrate an understanding of the role that leadership plays in sport experiences	<ul style="list-style-type: none"> <li>• Group Evaluation</li> <li>• Teambuilding Response Journal</li> <li>• Debrief</li> </ul>	<ul style="list-style-type: none"> <li>• Minefield</li> <li>• Electric Fence</li> <li>• All Aboard</li> <li>• 2 Group Human Ladder</li> </ul>	Cooperatives
Modify rules of games for a variety of purposes	Skill Evaluations	<ul style="list-style-type: none"> <li>• 5-Person Hit and Run Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> </ul>
Demonstrate an understanding of rules through officiating	Skill Evaluations	<ul style="list-style-type: none"> <li>• Peer Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Teaching</li> </ul>
Demonstrate positive personal and social behaviors that emphasize fair play	<ul style="list-style-type: none"> <li>• Group Evaluation</li> <li>• Teambuilding Response Journal</li> <li>• Debrief</li> </ul>	<ul style="list-style-type: none"> <li>• Two by Four Shuffle</li> <li>• Spider's Web</li> <li>• Warp Speed</li> <li>• Everybody Up</li> <li>• Gordian Knot</li> <li>• Trolleys</li> <li>• Minefield</li> <li>• Popsicle Push-Ups</li> <li>• Electric Fence</li> <li>• All Aboard</li> <li>• Balloon Bop</li> <li>• 2 Group Human Ladder</li> <li>• Alaskan Pipeline</li> <li>• Hog Call</li> <li>• Straddleball</li> <li>• Time Bomb</li> </ul>	Cooperatives

		<ul style="list-style-type: none"><li>• Cross Training Carnival Challenge</li><li>• Digital Cross Training Adventure</li><li>• Things That Make You Go “Hmm?”</li><li>• Poker Sprints</li></ul>	
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