

SPARK Alignment with Rhode Island Physical Education Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
K-2 (2008 Version)			
Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, Directions • Body Management and Balance • Self-Toss and Catch 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Catching and Throwing
Standard 2: Applies movement concepts and principles to the learning and development of motor skills.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Pairs Combining Movement Concepts • Striking with Paddles 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Dribbling, Volleying, and Striking
Standard 3: Understands the implications of and the benefits derived from involvement in physical activity.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Parachute Fitness • Individual Rope Jumping I and II 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • Jumping

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Standard 4: Applies physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.	Games Rubric	<ul style="list-style-type: none"> • Catch and Chase • 2-Square • Switcheroo! 	<ul style="list-style-type: none"> • Games • Recess Activities • Recess Activities
Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.	Parachute Rubric	<ul style="list-style-type: none"> • Capture the Orb • Long Rope Jumping I and II • Frog Crossing 	<ul style="list-style-type: none"> • Parachute • Jumping • Games
Standard 6: Understands that internal and external environments influence physical activity.	Dance Rubric	<ul style="list-style-type: none"> • Create a Dance • Emotion Motion • Showtime 	<ul style="list-style-type: none"> • Dance • ASAP • Manipulatives

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3-5			
Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.	<ul style="list-style-type: none"> • Stunts and Tumbling Self-Check 	<ul style="list-style-type: none"> • Look, Learn and Leave • 4 Corners • Capture the Flag 	<ul style="list-style-type: none"> • Stunts and Tumbling • ASAP • Aerobic Games
Standard 2: Applies movement concepts and principles to the learning and development of motor skills.	<ul style="list-style-type: none"> • Softball Learning Log 	<ul style="list-style-type: none"> • Partner Throw and Catch • Introduction to Forward Pass • Intro to Throw and Catch 	<ul style="list-style-type: none"> • Softball • Football • Frisbee
Standard 3: Understands the implications of and the benefits derived from involvement in physical activity.	<ul style="list-style-type: none"> • Fitness Circuits Think About 	<ul style="list-style-type: none"> • Moving for Time • Fitness Grids • Partner Mixed Fitness 	<ul style="list-style-type: none"> • Map Challenges • Fitness Circuits • Fitness Challenges
Standard 4: Applies physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.	<ul style="list-style-type: none"> • Fitness Challenges Performance Rubric 	<ul style="list-style-type: none"> • Body Composition Circuit • Muscular Strength and Endurance Circuit • Fun and Flexibility with a Friend 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges • Fitness Circuits

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		<ul style="list-style-type: none"> • Aerobic Capacity Circuit 	
<p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</p>	<ul style="list-style-type: none"> • Cooperative All-Star Self Check 	<ul style="list-style-type: none"> • Group Juggling • Stepping Stones • Beat the Clock 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
<p>Standard 6: Understands that internal and external environments influence physical activity.</p>	<ul style="list-style-type: none"> • Hockey Self-Check 	<ul style="list-style-type: none"> • Mini-Hockey • Quick-Play Mini-Football • Mini-Basketball 	<ul style="list-style-type: none"> • Hockey • Football • Basketball

SPARK Alignment with Rhode Island Physical Education Standards Grades 6-8 (MS Version 2011)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Standard 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.			
6-8.S1.1 - use mature form in many basic manipulative, locomotor and non-locomotor skills.	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Introduction to the Forehand Stroke • Distance and Accuracy • Passing and Receiving 	<ul style="list-style-type: none"> • Racquets and Paddles • Flying Disc • Football
6-8.S1.2 - show consistency in skills specific to games and sports (e.g., pivoting, sliding, setting).	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Target Golf • Shooting Drills • Forearm Pass (Bump) 	<ul style="list-style-type: none"> • Golf • Hockey • Volleyball
6-8.S1.3 - adapt and combine skills to the demands of increasingly complex situations of selected movement forms	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Creating Combinations • Create a 4-Wall Line Dance • Extreme Rally 	<ul style="list-style-type: none"> • Stunts and Tumbling • Dance • Racquets and Paddles
6-8.S1.4 - show competence in modified versions in a variety of movement forms (e.g., half-court basketball – use different size ball,	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • 7v7 Modified Softball • Modified Team Handball 	<ul style="list-style-type: none"> • Softball • World Games • World Games

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more players on team).		<ul style="list-style-type: none">• Modified Cricket	

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Standard 2 Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the earning and performance of physical activities.			
6-8.S2.1 - use information from a variety of sources of internal and external origin to improve performance.	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric Sample debrief question: <i>What tip can you give your partner if they are having trouble throwing their ball with sufficient force to reach their target?</i>	<ul style="list-style-type: none"> • Shooting Drills • Volleyball Stations • Shooting Drills 	<ul style="list-style-type: none"> • Basketball • Volleyball • Hockey
6-8.S2.2 - identify and apply bio-mechanical principles to enhance performance.	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric Sample debrief question: <i>How do body rotation, opposition, weight transfer and follow-through affect a thrown ball?</i>	<ul style="list-style-type: none"> • Passing and Receiving • Shot Put • Distance and Accuracy 	<ul style="list-style-type: none"> • Football • Track • Flying Disc
6-8.S2.3 - identify and apply critical elements of various movement	Sample debrief question:	<ul style="list-style-type: none"> • Partner Passing • Passing and Receiving 	<ul style="list-style-type: none"> • Basketball • Football

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forms to provide feedback for both self- and peer-assessment.	<i>What adjustments do you need to make to catch a ball that is thrown faster? From farther away? How can you implement these concepts in practice to improve your performance?</i>	<ul style="list-style-type: none"> • Passing Drills 	<ul style="list-style-type: none"> • Hockey
6-8.S2.4 - understand and apply strategies in a variety of game situations.	Specific Unit: <ul style="list-style-type: none"> • Teacher Rubric • Written Tests 	<ul style="list-style-type: none"> • Zone and Player-to-Player Defenses • Defense • Zone and Person Defense • Zone and Player-to-Player Defenses • Zone Defense 	<ul style="list-style-type: none"> • Basketball • Football • Flying Disc • Soccer • Hockey
6-8.S2.5 - transfer movement skills, concepts and principles between activities at a consistent level.	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric Sample debrief question: <i>How can you apply your racquet skills to handball? To volleyball?</i>	<ul style="list-style-type: none"> • Introduction to the Serve • Introduction to the Serve • Serving Challenges 	<ul style="list-style-type: none"> • Racquets and Paddles • Handball • Volleyball

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Standard 3 Participates regularly in physical activity.			
6-8.S3.1 - explain the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes).	Sample debrief question: <i>How does diet and exercise affect your weight? How you feel about yourself? How well you can perform your chosen sport?</i>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Build a Pyramid • Nutrition Team Challenge • Fruit Smoothie 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness • Fitness
6-8.S3.2 - explain the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).	Sample debrief question: <i>What are some activities that are effective in improving physical fitness? What are some social</i>	<ul style="list-style-type: none"> • Introduction to Yoga • Introduction to Pilates • Combining Aerobic Capacity and Flexibility 	<ul style="list-style-type: none"> • Fitness • Fitness • Fitness
6-8.S3.3 - explain the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).	<i>benefits of participating in physical activities? Emotional benefits? Cognitive?</i>	<ul style="list-style-type: none"> • Radioactive River • Karrimor International Mountain Marathon • Moon Ball • Nutrition Team Challenge 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives • Fitness
6-8.S3.4 - explain the cognitive		<ul style="list-style-type: none"> • Volleyball Xtreme 	<ul style="list-style-type: none"> • Volleyball

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benefits of regular participation in physical activity (e.g., improves focus and concentration).		<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Create a Routine (Aerobic Capacity) 	<ul style="list-style-type: none"> • Fitness • Fitness
6-8.S3.5 - participate in more challenging activities to learn new skills.	Specific Unit: <ul style="list-style-type: none"> • Self Check • Peer Coach • Teacher Rubric 	<ul style="list-style-type: none"> • Advanced Progressions • Introduction to Pilates • Stability Ball and Medicine Ball Workout 	<ul style="list-style-type: none"> • Stunts and Tumbling • Fitness • Fitness
6-8.S3.6 - use physical activity as a means of self-expression.	Specific Unit Self-Check	<ul style="list-style-type: none"> • Create a Routine • Create a Hip Hop Routine • Create a Routine 	<ul style="list-style-type: none"> • Jump Rope • Dance • Stunts and Tumbling

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	<ul style="list-style-type: none"> • Pedometer Log 	<ul style="list-style-type: none"> • Medicine Ball Workout • Range of Motion Circuit • Balancing Strength and Flexibility Circuit • Body Composition Circuit • Nutrition Team Challenge 	<ul style="list-style-type: none"> • Fitness
6-8.S4.7 - explain factors that affect physical activity and develop strategies some strategies to maintain a physically active lifestyle.	Personally Fit Activity Challenge: In the Mood to Move	Personally Fit SPARKfit (SPARKfamily.org)	
6-8.S4.8 - meet or exceed national physical activity recommendations* by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health.	Fitness Self-Check	Personally Fit SPARKfit (SPARKfamily.org)	
6-8.S4.9 - describe how various technologies can help to assess, plan, maintain and enhance physical activity level (e.g. web-based programs, heart rate monitors, pedometers, etc).	<ul style="list-style-type: none"> • Personally Fit Activity Challenge: In the Mood to Move • Heart Rate 	<ul style="list-style-type: none"> • <i>Create A Routine (Fitness Aerobic Capacity)</i> • <i>Extension: Heart Rate Monitors</i> • Trust and 	<ul style="list-style-type: none"> • Fitness • The First Five Lessons

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	<ul style="list-style-type: none"><li data-bbox="764 315 1029 386">• Monitor Log • Pedometer Log	Technology	

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Standard 5 Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.			
6-8.S5.1 - use responsible decision making in all physical activity settings. (e.g., applying safe practices, laws, rules, and procedures).	Coulda, Shoulda, Woulda (all units)	<ul style="list-style-type: none"> • Responsibility and Routines • Merengue Etiquette Basics • Mini-Hockey 	<ul style="list-style-type: none"> • First 5 Lessons • Dance • Hockey
6-8.S5.2 - explain the influence of peer pressure on behavior in physical activity settings.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Respect and Roll Taking • Acceptance and Super Grouping • Adventure Racing 101 	<ul style="list-style-type: none"> • First 5 Lessons • First 5 Lessons • Cooperatives
6-8.S5.3 - resolve conflict in appropriate ways.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Respect and Roll Taking • Acceptance and Super Grouping • Adventure Racing 101 	<ul style="list-style-type: none"> • First 5 Lessons • First 5 Lessons • Cooperatives
6-8.S5.4 - analyze potential consequences when confronted with a behavior choice.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Adventure Racing 101 • Poker Adventure Race • Final Cooperative Adventure Race 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Cooperatives
6-8.S5.5 - work cooperatively with a group to achieve group goals in	Cooperatives: <ul style="list-style-type: none"> • Peer Coach 	<ul style="list-style-type: none"> • Cross the Great Divide 	<ul style="list-style-type: none"> • Cooperatives • Fitness

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competitive as well as cooperative settings.	<ul style="list-style-type: none"> • Self Check • Teacher Rubrics Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Nutrition Team Challenge • Modified Team Handball 	<ul style="list-style-type: none"> • World Games
6-8.S5.6 - discuss the use of physical activity as a means for social interaction.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Acceptance and Super Grouping • Merengue Etiquette Basics • Problem-Solver Adventure Race 	<ul style="list-style-type: none"> • First 5 Lessons • Dance • Cooperatives
6-8.S5.7 - participate with others in games, sports, and activities to achieve a common goal.	Cooperatives: <ul style="list-style-type: none"> • Peer Coach • Self Check • Teacher Rubrics Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> • Adventure Racing 101 • Volleyball Xtreme • Sepak Takraw 	<ul style="list-style-type: none"> • Cooperatives • Volleyball • World Games

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Standard 6 Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
6-8.S6.1 - describe appropriate and safe areas within the community to participate in physical activity.		Personally Fit SPARKfit (SPARKfamily.org)	
6-8.S6.2 - describe physical activities that can be performed in a variety of settings.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> • Resistance Band Workout • Introduction to Yoga • Individual Trick Circuit 	<ul style="list-style-type: none"> • Fitness • Fitness • Jump Rope
6-8.S6.3 - describe different forms of media and technology that impact one's level of physical activity.	Personally Fit SPARKfit (SPARKfamily.org)		
6-8.S6.4 - describe how one's home/family environment can impact one's level and type of physical activity.	Personally Fit SPARKfit (SPARKfamily.org)		
6-8.S6.5 - describe healthy ways to promote physical activity with one's peers.	Personally Fit SPARKfit (SPARKfamily.org)		
6-8.S6.6 - identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, Recreation departments, PAL).	Personally Fit SPARKfit (SPARKfamily.org)		
6-8.S6.7 - use a variety of reliable	Personally Fit		

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and valid sources to find information about physical activity.		SPARKfit (SPARKfamily.org)	
6-8.56.8 - describe how positive and negative emotions can impact physical activity levels.		Personally Fit SPARKfit (SPARKfamily.org)	