

	F.31 PE - Grades 9-12		
PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)			
Provider/Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	
PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.			
Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In (if applicable):	Website:	Username:	Password:
SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)			
Reviewer Number:		Date:	

Section 1: Standards Review: Physical Education

PROVIDER/PUBLISHER INSTRUCTIONS:

- Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and/or **Student Edition/Student Workbook (student-facing core material)**. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the provider/publisher will enter two citations per standard (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Each citation should cover no more than 3 pages within the materials.**
 - o **Columns C and G:** Enter one citation in Column C and one citation in Column G from either the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
- The material will be scored for alignment with each standard as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations” based on the citations provided.
 - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for PE Standards Review:

Columns C-F: The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)** (print and/or digital) for each standard. Review the cited material and score the material by determining the degree to which it meets the standard:

- o M = Meets the standard
- o P = Partially meets the standard
- o D = Does not meet the standard

Evidence for the publisher citations is required *only* if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.

o Each score cell (column D) will turn green as you score the materials.

Columns G-J: The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)** (print and/or digital) for each standard. Review the cited material, score the material by determining the degree to which it meets the standard, and **provide evidence from the material to support your determination:**

- o M = Meets the standard
- o P = Partially meets the standard
- o D = Does not meet the standard

o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate if formulated to do so.

o Each score cell (column H) and evidence cell (column J) will turn green as you score the materials.

Criteria #	F.31 PE Grades 9-12	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, notes
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**CONTENT STANDARD 1:
Demonstrates competency in many movement forms and proficiency in a few movement forms.**

1	9-12 Benchmark: Students will demonstrate proficiency in at least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:							
2	1. identify the critical elements contained in the preparatory, action and follow-through phases of movement;							
3	2. analyze the critical elements contained in the preparatory, action and follow-through phases of movement;							
4	3. evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics; and							

5	4. modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.							
CONTENT STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.								
6	9-12 Benchmark: Students will apply scientific principles to learn and improve skills:							
7	1. explain and demonstrate motor learning cues to help regulate their physical performance;							
8	2. explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process;							
9	3. apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.); and							
10	4. identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills.							
CONTENT STANDARD 3: Exhibits knowledge and ability to participate in a physically active lifestyle.								
11	9-12 Benchmark 1: Students will participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness:							
12	1. identify realistic personal fitness goals based on a pre-assessment; and							
13	2. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.).							
14	9-12 Benchmark 2: Students will monitor exercise, eating and other behaviors related to a healthy lifestyle:							

15	1. demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.).							
16	9-12 Benchmark 3: Students will understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes:							
17	1. identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan; and							
18	2. create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes.							
19	9-12 Benchmark 1: Students will use scientific knowledge to analyze personal characteristics that relate to participation in physical activities:							
20	1. use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e., pedometers, heart rate monitors, activity-gram, etc.); and							
21	2. analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).							
CONTENT STANDARD 4: Achieves and maintains a health-enhancing level of physical fitness.								
22	9-12 Benchmark 1: Students will recognize the importance of participation in physical activity on a regular basis:							
23	1. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.).							

24	9-12 Benchmark 2: Students will demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals:							
25	1. demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program).							
26	9-12 Benchmark 3: Students will design personal fitness programs that encompass all health-related physical fitness components:							
27	1. provide rationale for the use of scientific concepts in the development of one's fitness program;							
28	2. provide rationale for the principles of frequency, intensity, time and type;							
29	3. demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.); and							
30	4. create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.							
CONTENT STANDARD 5:								
Demonstrates responsible personal and social behavior in physical activity settings.								
31	9-12 Benchmark 1: Students will identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle:							
32	1. adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities; and							
33	2. apply appropriate etiquette in all activities.							
34	9-12 Benchmark 2: Students will initiate independent and responsible personal behavior in physical activity settings:							

35	1. follow general classroom and specific activity rules to insure physical and emotional safety.							
36	9-12 Benchmark 3: Students will recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution;							
37	1. demonstrate the ability to make responsible decisions regardless of peer pressure;							
38	2. accept consequences of personal choices; and							
39	3. openly discuss conflicts with the teacher and others involved while using conflict resolution skills.							
40	9-12 Benchmark 4: Students will accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals:							
41	1. distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.							
CONTENT STANDARD 6:								
Demonstrates understanding and respect for differences among people in physical activity settings.								
42	9-12 Benchmark 1: Students will identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation:							
43	1. discuss why social differences and other aspects keep young adults from participating in an active lifestyle; and							
44	2. acknowledge the attributes that individuals with differences bring to a group.							
45	9-12 Benchmark 2: Students will develop strategies for including persons of diverse backgrounds and abilities in physical activity:							
46	1. recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity; and							
47	2. display a sensitive attitude and a willingness to participate with others in physical activities.							

48	9-12 Benchmark 3: Students will evaluate how the media, particularly advertising, influences the perception of ideal body types:							
49	1. recognize that media messages are trying to sell products;							
50	2. know that billboards, magazines and television will show idealistic body types; and							
51	3. critically analyze advertising messages; create print ads endorsing healthy lifestyles.							
CONTENT STANDARD 7: Understands that physical activity provides opportunities for enjoyment, challenge, self expression and social interaction.								
52	9-12 Benchmark 1: Students will maintain and improve physical fitness, motor skills and knowledge about physical activity:							
53	1. select activities that are enjoyable and promote fitness;							
54	2. identify activities that best fit their individual needs;							
55	3. choose activities outside of school that provide challenges and social interaction; and							
56	4. recognize intrinsic value of physical activity.							
57	9-12 Benchmark 2: Students will evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle:							
58	1. identify key reasons to develop and maintain physical activity and healthy eating habits; and							
59	2. recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health.							
60	9-12 Benchmark 3: Students will analyze time, cost and accessibility factors related to regular participation in physical activities:							
61	1. identify barriers and enablers to regular physical activity specific to his or her situation; and							
62	2. create a time management plan to facilitate regular physical activity participation.							

63	9-12 Benchmark 4: Students will recognize the feelings that result from physical activity participation:							
64	1. reflect on reasons for choosing to participate in selected physical activity;							
65	2. create self rewards for achieving personal fitness goals;							
66	3. experience the feeling of satisfaction about personal fitness accomplishments; and							
67	4. evaluate the physical, social and psychological benefits of a healthy and active lifestyle.							

Section 2: All Content Review				
PROVIDERS/PUBLISHERS: <ul style="list-style-type: none"> The All Content tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab. The material will be scored for alignment with each criterion as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations”. 				
Reviewer directions for All Content Review:		Columns C-F: The criteria presented on this tab will be scored and evidence provided based on your overall review of the materials. Review the material, score the material by determining the degree to which it meets each criterion, and provide evidence from the material to support your determination: <ul style="list-style-type: none"> M = Meets the criterion P = Partially meets the criterion D = Does not meet the criterion Your evidence should speak to where in the materials you have found the evidence as well as what is in the materials that supports the score given. <ul style="list-style-type: none"> Each score cell (column C) and evidence cell (column E) will turn green as you score the materials. Any cells grayed out do not require a score or evidence. 		
Criteria #	All Content Criteria	Score	Required: Reviewer’s Evidence from Material	Comments, citations, notes
FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS: Instructional materials provide teacher resources to support planning and supports for all students.				
1	Instructional materials provide a list of lessons in the Teacher Edition or teacher-facing core material (in print or clearly distinguished/accessible as a teacher-facing core material in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
2	Instructional materials integrate opportunities for digital learning, including interactive digital components, and digital assessment.			
3	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
4	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			
FOCUS AREA 2 ASSESSMENT: Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.				

5	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <i>(Adopted New Mexico Content Standards for 2023: 7-12 Career and Technical Education Standards; CSTA K-12 Computer Science Standards; K-12 Health Education Standards; K-12 Physical Education Standards)</i>			
6	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
7	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS: Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.				
8	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
9	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
10	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
11	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			
12	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			