

	F.35 PE - Grades K-6		
	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	REVIEWER TOTAL	MAXIMUM POINTS	FACILITATOR VERIFIED
PE Standards Review	0	450	
All Content Review	0	150	
TOTAL SCORE	0	600	
Percent Score	0%		

FINAL SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)	
Verified 90% or Higher (Y/N)	Facilitator Notes:
Verified 80%-89% (Y/N)	
Verified 79% or Lower (Y/N)	
Facilitator Name:	

CULTURAL AND LINGUISTIC RELEVANCE RECOGNITION
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REVIEWER TOTAL	MAXIMUM POINTS	PERCENT SCORE
0	88	0%
CLR SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)		
Verified 85% or Higher (Y/N)		Facilitator Notes:
Facilitator Name:		

Section 1: Standards Review: Physical Education

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**CONTENT STANDARD 1:
 Demonstrates competency in many movement forms and proficiency in a few movement forms.**

1	K-4 Benchmark 1: Students will demonstrate competency in selected motor skills:							
2	1. travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form;							
3	2. demonstrate skills of chasing, fleeing and dodging to avoid others; and							
4	3. demonstrate smooth transitions between sequential motor skills (i.e., running into a jump).							
5	K-4 Benchmark 2: Students will demonstrate competency in selected non-motor patterns:							
6	1. roll sideways and forwards without hesitating or stopping using control;							

Section 1: Standards Review: Physical Education

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7	2. balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts; and							
8	3. form round, narrow, wide and twisted body shapes alone and with a partner.							
9	K-4 Benchmark 3: Students will demonstrate competency in selected skills utilizing age-appropriate equipment:							
10	1. repeatedly jump a self-turned rope and a rope turned by others;							
11	2. continuously dribble a ball, using hands or feet, without losing control; and							
12	3. receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.).							

CONTENT STANDARD 2:

Applies movement concepts and principles to the learning and development of motor skills.

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13	K-4 Benchmark 1: Students will demonstrate concepts of body, effort, space and relationships in movement:							
14	1. travel, changing speed, direction and pathway, quickly and safely without falling; travel while demonstrating a variety of relationships with objects (i.e., over, under, behind, alongside, through, etc.); and							
15	2. place a variety of body parts into high, medium and low levels.							
16	K-4 Benchmark 2: Students will demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:							
17	1. use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling; and							

Section 1: Standards Review: Physical Education

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18	2. recognize similar movement concepts in a variety of skills.							
19	K-4 Benchmark 3: Students will demonstrate critical elements of fundamental and specialized movement skills:							
20	1. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;							
21	2. refine movement errors in response to positive information and corrective information feedback;							
22	3. demonstrate the application of critical cues in selected motor skills; and							
23	4. accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.							

CONTENT STANDARD 3:

Exhibits knowledge and ability to participate in a physically active lifestyle.

Section 1: Standards Review: Physical Education

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24	K-4 Benchmark 1: Students will select and participate regularly in health-related physical activities for enjoyment:							
25	1. engage in moderate to vigorous physical activity most days of the week; and							
26	2. participate regularly in a variety of non-structured and minimally-organized physical activities outside of physical education class (i.e., ball play, tag, hide and seek, skipping, etc.).							
27	K-4 Benchmark 2: Students will identify the benefits gained from regular physical activity:							
28	1. experience and recognize different types of physical activities and their healthful benefits.							

CONTENT STANDARD 4:

Achieves and maintains a health-enhancing level of physical fitness.

Section 1: Standards Review: Physical Education

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29	K-4 Benchmark 1: Students will match different types of physical activities with health-related physical fitness components:							
30	1. recognize that health-related physical fitness consists of several components; and							
31	2. identify activities designed to improve health-related fitness components.							
32	K-4 Benchmark 2: Students will participate in moderate to vigorous physical activities in a variety of settings:							
33	1. participate in a variety of games and activities that increase respiration and heart rate;							
34	2. demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands; and							
35	3. sustain activity for increasingly longer periods of time.							

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36	K-4 Benchmark 3: Students will begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.							
37	1. recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity; and							
38	2. recognize personal strengths and weaknesses based on participation in various physical activities.							
CONTENT STANDARD 5:								
Demonstrates responsible personal and social behavior in physical activity settings.								
39	K-4 Benchmark 1: Students will utilize safety principles in physical activity settings:							
40	1. use space and equipment safely and properly; and							

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41	2. recognize that personal space and emotional safety will be protected;							
42	K-4 Benchmark 2: Students will work cooperatively and productively with a partner or small group:							
43	1. invite a peer to take his turn at a piece of apparatus before repeating turn; and							
44	2. assist partner by sharing observations about skill performance during practice.							
45	K-4 Benchmark 3: Students will recognize the influence of peer pressure and identify ways of resolving conflict:							
46	1. demonstrate the elements of socially acceptable conflict resolution; and							
47	2. demonstrate effective communication skills.							
48	K-4 Benchmark 4: Students will work independently and on-task for short periods of time:							

Section 1: Standards Review: Physical Education

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49	1. demonstrate independent work habits during short-term activity.							
50	K-4 Benchmark 5: Students will recognize classroom and activity rules; grades K-4 performance standards:							
51	1. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;							
52	2. distinguish between compliance and non-compliance with game rules and fair play; and							
53	3. accept consequences of personal choices.							

CONTENT STANDARD 6:
Demonstrates understanding and respect for differences among people in physical activity settings.

54	K-4 Benchmark 1: Students will explore cultural/ethnic self-awareness through participation in physical activity:							
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Section 1: Standards Review: Physical Education

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55	1. articulate cultural/ethnic self awareness through written, oral or physical expression.							
56	K-4 Benchmark 2: Students will recognize the talents that individuals with differences can bring to group activities:							
57	1. work productively with a variety of partners.							
58	K-4 Benchmark 3: Students will experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:							
59	1. accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.).							
60	K-4 Benchmark 4: Students will recognize how the media, particularly advertising, influences the perception of ideal body types:							

Section 1: Standards Review: Physical Education

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61	1. identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type.							

CONTENT STANDARD 7:
Understands that physical activity provides opportunities for enjoyment, challenge, self expression and social interaction.

62	K-4 Benchmark 1: Students will identify physical activities that are enjoyable:							
63	1. identify several individual and dual physical activities that they find personally enjoyable.							
64	K-4 Benchmark 2: Students will practice physical activities to increase skills:							
65	1. willingly try new activities; and							
66	2. continue to participate when not successful on the first attempt.							

Section 1: Standards Review: Physical Education

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67	K-4 Benchmark 3: Students will demonstrate interaction with others while participating in physical activities:							
68	1. celebrate personal successes and achievements and those of others; and							
69	2. cooperate and share with partners in physical activities.							
70	K-4 Benchmark 4: Students will use physical activity as a measure of self-expression:							
71	1. create movement sequences that are personally interesting and satisfying.							

Section 1: Standards Review: Physical Education

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**CONTENT STANDARD 1:
 Demonstrates competency in many movement forms and proficiency in a few movement forms.**

1	K-4 Benchmark 1: Students will demonstrate competency in selected motor skills:							
2	1. demonstrate mature form in all locomotor patterns;							
3	2. while traveling, avoid or catch an object or individual; and							
4	3. develop patterns and combinations of movements into repeatable sequences.							
5	K-4 Benchmark 2: Students will demonstrate competency in selected non-motor patterns:							
6	1. transfer weight from feet to hands using controlled movement;							
7	2. balance with control on a variety of objects; and							

Section 1: Standards Review: Physical Education

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8	3. develop and refine a gymnastics sequence demonstrating smooth transitions.							
9	K-4 Benchmark 3: Students will demonstrate competency in selected skills utilizing age-appropriate equipment:							
10	1. travel into and out of a rope turned by others;							
11	2. hand-dribble and foot-dribble a ball and maintain control while traveling within a group;							
12	3. throw, catch and kick using mature motor patterns; and							
13	4. strike a softly-thrown lightweight ball using a bat, paddle or a variety of body parts.							

CONTENT STANDARD 2:

Applies movement concepts and principles to the learning and development of motor skills.

Section 1: Standards Review: Physical Education

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14	K-4 Benchmark 1: Students will demonstrate concepts of body, effort, space and relationships in movement:							
15	1. design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e., gymnastics, dance, etc.); and							
16	2. consistently receive and send an object in an intended direction and height.							
17	K-4 Benchmark 2: Students will demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:							
18	1. adapt motor skills to the demands of a dynamic and unpredictable environment;							
19	2. identify ways movement concepts can be used to refine movement skills; and							

Section 1: Standards Review: Physical Education

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20	3. explain how appropriate practice improves performance.							
21	K-4 Benchmark 3: Students will demonstrate critical elements of fundamental and specialized movement skills:							
22	1. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;							
23	2. refine movement errors in response to positive information and corrective information feedback;							
24	3. demonstrate the application of critical cues in selected motor skills; and							
25	4. accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.							

CONTENT STANDARD 3:

Exhibits knowledge and ability to participate in a physically active lifestyle.

Section 1: Standards Review: Physical Education

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26	K-4 Benchmark 1: Students will select and participate regularly in health-related physical activities for enjoyment:							
27	1. participate in moderate to vigorous physical activity outside of physical education most days of the week; and							
28	2. use information from a variety of sources, internal and external, to regulate their activity participation;							
29	K-4 Benchmark 2: Students will identify the benefits gained from regular physical activity:							
30	1. describe how participation in physical activity affects health.							

CONTENT STANDARD 4:

Achieves and maintains a health-enhancing level of physical fitness.

Section 1: Standards Review: Physical Education

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31	K-4 Benchmark 1: Students will match different types of physical activities with health-related physical fitness components:							
32	1. select activities designed to improve and maintain levels of fitness in each component of health-related fitness							
33	K-4 Benchmark 2: Students will participate in moderate to vigorous physical activities in a variety of settings:							
34	1. participate in a variety of physical activities in order to improve each component of health-related fitness.							
35	K-4 Benchmark 3: Students will begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.							

Section 1: Standards Review: Physical Education

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36	1. explain the relationship of body weight, body composition and participation in regular physical activity; and							
37	2. develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments.							

**CONTENT STANDARD 5:
 Demonstrates responsible personal and social behavior in physical activity settings.**

38	K-4 Benchmark 1: Students will utilize safety principles in physical activity settings:							
39	1. recognize importance of equipment placement and usage during physical education class; and							
40	2. initiate the appropriate use of space in game and activity settings.							
41	K-4 Benchmark 2: Students will work cooperatively and productively with a partner or small group:							

Section 1: Standards Review: Physical Education

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42	1. work productively with a partner to improve selected motor skills by using the critical elements of the process; and							
43	2. demonstrate the ability to teach an activity or skill to a group of classmates;							
44	K-4 Benchmark 3: Students will recognize the influence of peer pressure and identify ways of resolving conflict:							
45	1. identify and avoid the negative influence of peers.							
46	K-4 Benchmark 4: Students will work independently and on-task for short periods of time:							
47	1. honestly report the results of independent work.							
48	K-4 Benchmark 5: Students will recognize classroom and activity rules; grades K-4 performance standards:							

Section 1: Standards Review: Physical Education

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49	1. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;							
50	2. distinguish between compliance and non-compliance with game rules and fair play; and							
51	3. accept consequences of personal choices.							

CONTENT STANDARD 6:
Demonstrates understanding and respect for differences among people in physical activity settings.

52	K-4 Benchmark 1: Students will explore cultural/ethnic self-awareness through participation in physical activity:							
53	1. articulate cultural/ethnic self awareness through written, oral or physical expression.							
54	K-4 Benchmark 2: Students will recognize the talents that individuals with differences can bring to group activities:							

Section 1: Standards Review: Physical Education

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55	1. recognize and value the role of each individual in a small group.							
56	K-4 Benchmark 3: Students will experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:							
57	1. demonstrate the ability to successfully work in a variety of cultural or ethnic activities.							
58	K-4 Benchmark 4: Students will recognize how the media, particularly advertising, influences the perception of ideal body types:							
59	1. differentiate between body type presented in the media and own healthy body type; and							
60	2. identify lifestyle factors that can be controlled and their impact on health and wellness.							

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CONTENT STANDARD 7: Understands that physical activity provides opportunities for enjoyment, challenge, self expression and social interaction.

61	K-4 Benchmark 1: Students will identify physical activities that are enjoyable:							
62	1. explain the enjoyable characteristics of small group physical activities.							
63	K-4 Benchmark 2: Students will practice physical activities to increase skills:							
64	1. willingly try new activities; and							
65	2. voluntarily initiate skill practice to improve performance.							
66	K-4 Benchmark 3: Students will demonstrate interaction with others while participating in physical activities:							
67	1. celebrate personal successes and achievements and those of others; and							

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Criteria #	F.28 PE Grades 3-4							
68	2. interact with others by helping them successfully complete their small-group physical activity challenges.							
69	K-4 Benchmark 4: Students will use physical activity as a measure of self-expression:							
70	1. design a movement sequence/game that includes all members of the group in the success of the activity.							

Section 1: Standards Review: Physical Education

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CONTENT STANDARD 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

1	5-8 Benchmark 1: Students will demonstrate proficiency in combining basic skills for participating in a variety of physical fitness activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:							
2	1. using basic team sport skills, students will reproduce sequences of combined skills in practice situations and modified games (i.e., basketball: pivot and shoot; receive a pass and dribble; soccer: receive and control; dribble and shoot; baseball/softball: run and slide; catch and throw, etc.); and							

Section 1: Standards Review: Physical Education

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3	2. using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities (i.e., table tennis: stance, grip, serve, return-forehand/backhand; aerobic: in rhythm high step, squat step, boxes, grapevine, low march; roller blades: stand up, “V” push, turn, stop, etc.).							
4	5-8 Benchmark 2: Students will demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport:							
5	1. for team sports, in a practice situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to attempt to move to open space; and							

Section 1: Standards Review: Physical Education

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6	2. for dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner.							

CONTENT STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.

7	5-8 Benchmark 1: Students will demonstrate competency in the use of the concepts of body, effort, space and relationships in movement:							
8	1. describe how changing effort affects the outcome of a sport skill (i.e., tennis: smash versus lob; basketball: lay up versus three-point shot; track: long distance run versus sprint, etc.).							

Section 1: Standards Review: Physical Education

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9	5-8 Benchmark 2: Students will demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:							
10	1. use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e., progress from dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.).							
11	5-8 Benchmark 3: Students will demonstrate competency in the use of critical elements of fundamental and specialized movement skills:							
12	1. apply knowledge of results to correct and improve future performance; and							
13	2. demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.).							

Section 1: Standards Review: Physical Education

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CONTENT STANDARD 3: Exhibits knowledge and ability to participate in a physically active lifestyle.

14	5-8 Benchmark 1: Students will be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise:							
15	1. list and describe the benefits of setting personal fitness goals;							
16	2. maintain heart rate within the target heart rate zone (i.e., demonstrate proper technique of taking heart rate, explain target heart rate zone, etc.); and							

Section 1: Standards Review: Physical Education

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17	3. choose physical activities with the intent to improve and or maintain each of the following health-related fitness components: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm- up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.).							
18	5-8 Benchmark 2: Students will determine long-term benefits that may result from regular participation in physical activity:							
19	1. comprehend the benefits of physical activity (i.e., list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of active lifestyles, etc.); and							
20	2. recognize the difference between anaerobic and aerobic fitness activities.							

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CONTENT STANDARD 4: Achieves and maintains a health-enhancing level of physical fitness.

21	5-8 Benchmark 1: Students will participate in physical activities that address each health-related physical fitness component:							
22	1. engage in appropriate physical activity that results in the development of cardiovascular endurance;							
23	2. select appropriate fitness activities that require muscular strength and muscular endurance;							
24	3. comprehend the benefits of flexibility; and							
25	4. explain the benefits of a healthy body composition.							
26	5-8 Benchmark 2: Students will assess personal fitness status within each health-related physical fitness component:							
27	1. comprehend personal fitness data and recognize individual strengths and weaknesses.							

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28	5-8 Benchmark 3: Students will interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher:							
29	1. comprehend personal fitness data and recognize individual strengths and weaknesses; and							
30	2. choose appropriate physical activities to maintain and/or improve strengths and weaknesses.							
31	5-8 Benchmark 4: Students will evaluate the effectiveness of exercise and other factors to obtain personal fitness goals:							
32	1. identify the components of a fitness program and apply them to personal fitness plans (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.).							

Section 1: Standards Review: Physical Education

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CONTENT STANDARD 5: Demonstrates responsible personal and social behavior in physical activity settings.

33	5-8 Benchmark 1: Students will select and utilize safety principles in physical activity settings; grades 5-8 performance standards:							
34	1. use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.);							
35	2. follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed-upon consequences when officiating, etc.); and							

Section 1: Standards Review: Physical Education

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36	3. follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.).							
37	5-8 Benchmark 2: Students will exhibit appropriate personal and group conduct while engaging in physical activity:							
38	1. identify a bullying situation and respond appropriately (i.e., refer to specific district “bully proofing” programs/parameters, go to a safe adult when in an unsafe situation, etc.);							
39	2. identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.); and							

Section 1: Standards Review: Physical Education

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40	3. accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.).							
41	5-8 Benchmark 3: Students will recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict:							
42	1. identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.);							
43	2. recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.);							
44	3. list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.);							

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45	4. when in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.);							
46	5. identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee's decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.); and							
47	6. demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.).							
48	5-8 Benchmark 4: Students will work cooperatively with a group to achieve group goals:							
49	1. explain aspects of cooperative activities;							
50	2. participate positively in team building/cooperative activities;							
51	3. apply listening skills;							

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52	4. explain different styles of leadership skills;							
53	5. demonstrate importance of positive attitudes (i. e., communication, body language and listening skills, etc.);							
54	6. explain what it means to be a good team player; and							
55	7. analyze cause and effect during physical activities.							

CONTENT STANDARD 6:

Demonstrates understanding and respect for differences among people in physical activity settings.

56	5-8 Benchmark 1: Students will identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers:							
57	1. identify/explain the role of games, sports and dance in getting to know and understand various cultures; and							
58	2. distinguish the differences between varying cultures and their “native” sports/activities.							

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59	5-8 Benchmark 2: Students will acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences:							
60	1. understand the need for game modifications to allow persons with special needs to participate;							
61	2. recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities;							
62	3. participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.); and							
63	4. describe the social dynamics that occur when peers participate with partners in cooperative activities.							

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64	5-8 Benchmark 3: Students will analyze how the media, particularly advertising, influences the perception of ideal body types:							
65	1. initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.);							
66	2. explain/describe how media influences our consumer choices and personal/physical self-concept;							
67	3. describe differences between healthy bodies and media-generated bodies; and							
68	4. produce a media advertisement that promotes the benefits of an active and healthy lifestyle.							
CONTENT STANDARD 7: Understands that physical activity provides opportunities for enjoyment, challenge, self expression and social interaction.								
69	5-8 Benchmark 1: Students will participate in physical activity:							

Section 1: Standards Review: Physical Education

PROVIDER/PUBLISHER INSTRUCTIONS:

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Reviewer directions for PE Standards Review:

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Criteria #	F.29 PE Grades 5-6	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
70	1. identify a variety of physical activities that will provide satisfaction and lead to continued participation;							
71	2. choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.);							
72	3. identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.); and							
73	4. show a desire to improve one's own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc).							
74	5-8 Benchmark 2: Students will participate in new and challenging physical activities:							

Section 1: Standards Review: Physical Education

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75	1. identify opportunities in school and community that encourage/allow for regular participation in physical activity (i.e., community bulletin boards, online searches, class discussions, etc); and							
76	2. actively choose and join in on new activities in and out of the school environment (i.e., recess, self-selection times, after-school clubs, family recreation time, etc.).							
77	5-8 Benchmark 3: Students will identify the social benefits of participation in physical activity:							
78	1. identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.);							
79	2. appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates' and opponents' contributions, enjoy physical activity for its own sake, etc.); and							

Section 1: Standards Review: Physical Education

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80	3. sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.).							
81	5-8 Benchmark 4: Students will practice and demonstrate physical activity as a vehicle for self-expression:							
82	1. identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.);							
83	2. demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.);							
84	3. identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.); and							
85	4. exhibit appropriate protocol during dance, fine arts or other physical activity events.							

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.				

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Criteria #	All Content Criteria	Score	Required: Reviewer’s Evidence from Material	Comments, citations, notes
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.			

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Criteria #	All Content Criteria	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
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.			