

2023 Instructional Material Summer Review Institute

Review Team Appraisal of Title
Grades K-12 Physical Education (PE)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

Text Title	SPARK 3-6 PE (Grades 3-4)	Publisher	Gopher Sport
SE ISBN		TE ISBN	0000000021698
SW ISBN		Grade Level/Content	3-4 Physical Education

Core Instructional Material Designation (Core instructional material (CIM) is the comprehensive print and/or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended
(90% and above)

Recommended with Reservations (80-89%)

Not Recommended and Not Adopted
(below 80%)

Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

88%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 85% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized

Average Score

52%

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.

Statements of appraisal and supporting evidence:

Materials engage students in discussions where they share thoughts and feelings related to activities, games, physical practice, and cooperation. These discussions expose students to perspectives that are different than their own; however, they do not compare and contrast one culture to another. In addition, the instructional materials do not explicitly reference diversity in culture or language or provide suggestions on how to include students of diverse backgrounds and cultures into the lessons. While the materials include dance activities that teach traditional dances from around the globe, they are not discussed in the context of other cultures, nor are any resources or tools used to reference culture and diversity.

PE Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

94%

OVERALL ALIGNMENT

Materials align with the PE standards overall.

Statements of appraisal and supporting evidence:

Materials align with the PE standards. Activities include student demonstration of movement activities and principles to the learning and development of motor skills. Materials offer opportunities for student reflection within each lesson; however, specific corrective feedback examples are not provided. Student participation is encouraged in the activities, but individual variations and differentiation strategies are not provided in depth. Cultural diversity is represented through dance activities from around the world; however, there is nothing explicit in the materials that addresses modifications for Culturally and Linguistically Diverse students.

CONTENT STANDARD 1

Materials align with student demonstration of competency in many movement forms and proficiency in a few movement forms.

Statements of appraisal and supporting evidence:

Materials combine grade level skills in many different movement forms, tools, and resources for student demonstration of competency. Proficiency is assessed through formative assessments including self checks, activity completion, and teacher-assessed performance skill rubrics. Students engage in units that focus on fitness, sports skills, social emotional learning, mindfulness, dance, and fitness outside of the classroom. Each of the units provides resources in the lessons that model demonstration of the movement forms.

CONTENT STANDARD 2

Materials align with student application of movement concepts and principles to the learning and development of motor skills.

Statements of appraisal and supporting evidence:

Materials include providing students with opportunities to practice locomotor skills in different activities and have multiple opportunities to practice skills in games and dances. The levels of complexity change within the lessons and students have opportunities to work with partners, small groups and whole groups. The level of difficulty increases throughout lessons, starting with basic skills and progressing to complex skills that build upon the initial skills that were taught. Materials address concepts of spatial awareness and relationships to others.

CONTENT STANDARD 3

Materials align with student exhibition of the knowledge and ability to participate in a physically active lifestyle.

Statements of appraisal and supporting evidence:

Materials include an integration section of the lesson that provides students opportunities to apply what they are learning in class to their own lives. Students are given activities to do outside of school individually or with friends, family, or other community members. Skill cards with picture cues provide students with opportunities to perform different activities both in and out of the school setting. Students match different types of physical activities with the five health-related fitness components.

CONTENT STANDARD 4

Materials align with student achievement and maintenance of a health-enhancing level of physical fitness.

Statements of appraisal and supporting evidence:

Materials include physical activities through cooperative games to enhance the physical health of participating students. Students participate in activities that integrate cardio, strength training, endurance, and other aspects of physical fitness. Students reflect upon various aspects of health, as covered in the lessons, in order to deepen their understanding of fitness and the importance of it. Materials include activities to connect fitness concepts out of the classroom at home and during unstructured times. Materials integrate resources like pedometers to increase engagement with lessons.

CONTENT STANDARD 5

Materials align with student demonstration of responsible personal and social behavior in physical activity settings.

Statements of appraisal and supporting evidence:

Learning objectives and learning targets explicitly teach safety skills and general spatial awareness in addition to body self-awareness. The "Teaching Suggestions" sections also provide strategies for teachers to use to reinforce body awareness and general safety procedures. There are multiple opportunities for students to work together in partners and small groups to develop positive social interactions. Each unit includes lessons for social and emotional learning and each lesson references social and emotional learning competencies.

CONTENT STANDARD 6**Materials align with student demonstration of understanding and respect for differences among people in physical activity settings.***Statements of appraisal and supporting evidence:*

Materials provide opportunities for students to recognize contributions of others and what they bring to group activities. The instructional materials provide teaching strategies that include opportunities for students to practice individual skills. The "Spark it Up" section in each lesson provides suggestions for those who need challenges and/or inclusive strategies, but it does not offer specific activities or modifications for students with different ability levels. Materials focus on asking questions in a positive way; however, there is nothing mentioned about differentiating between body type presented in the media and own healthy body type.

CONTENT STANDARD 7**Materials align with student understanding that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.***Statements of appraisal and supporting evidence:*

Materials provide students with opportunities to engage in various lessons across many different types of sports and types of movements. Lessons provide students opportunities to express themselves by creating dance routines, writing personal health goals, and creating their own games. Social/emotional lessons are included in the materials to provide students with opportunities to improve positive aspects of their social interactions. Through instructor-led group discussions, students express personal successes, challenges and feelings about activities and their personal abilities.

All Content Review - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, pacing, assessment, individual learners, and cultural and linguistic relevance and responsiveness.

CLR Recognition Average Score	Average Score
52%	68%

FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS

Instructional materials provide teacher resources to support planning and supports for all students.

Statements of appraisal and supporting evidence:

Materials present teachers with a list of lessons in multiple formats based on teacher needs. Materials include a sample year-long plan, separate plans for shorter and longer classes, weekly pacing guides, and a plan for socially distanced activities. Curriculum includes unit overview and activity videos to improve understanding of lessons and influence teacher planning. Materials lack differentiation for Culturally and Linguistically diverse students as well as students with special needs. Materials also lack digital assessments and interactive components that integrate technology.

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.

Statements of appraisal and supporting evidence:

The instructional materials provide unit tests, rubrics, self-assessments, and reflection questions that enable the instructor to gather ongoing student data allowing for students to demonstrate their learning progression through the school year. Students have opportunities in each daily lesson to show their competencies in the target skills through participation in the physical activity. Students also complete portfolios where they have opportunities to set goals and periodically monitor their progress, with the ultimate purpose of improving overall health and fitness and sharing their accomplishments with others. While there are a variety of assessments, there is no differentiation or accommodations for English Learners, Culturally Diverse students or students with special needs.

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.

Statements of appraisal and supporting evidence:

Materials engage students in discussions where they share thoughts and feelings related to activities, games, physical practice, and cooperation. These discussions expose students to perspectives that are different than their own; however, they do not compare and contrast one culture to another. In addition, the instructional materials do not explicitly reference diversity in culture or language or provide suggestions on how to include students of diverse backgrounds and cultures into the lessons. While the materials include dance activities that teach traditional dances from around the globe, they are not discussed in the context of other cultures, nor are any resources or tools used to reference culture and diversity.

Reviewers' Professional Summary - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 85

Background and experience:

I am a Level III certified Elementary teacher with a TESOL endorsement. I have a Bachelor's Degree in Communication Studies and a Master's Degree in Education. I have been teaching 3rd grade for 8 years and work primarily with Culturally and Linguistically Diverse students. I tutor students and am the instructor of a personal fitness class offered with the after school program. This is my third year working with the NM Instructional Material Bureau.

Professional summary of material:

The Physical Education instructional materials include activities that are aligned to PE standards, strategies for teachers to enhance the lessons, and tools and resources that are appropriate for a 3-6 physical education class. The curriculum is accessed digitally and includes links to lessons that are in PDF format. Instructional materials include lesson plans that describe the games and activities and offer opportunities for students to reflect on their learning. There are tools and resources provided to enhance instruction; however, there are not many differentiation strategies or considerations for Culturally and Linguistically diverse students.

Reviewer #: 86

Background and experience:

I am a Level III National Board Certified Teacher with a certification in Elementary Education. I have been teaching for the past 16 years, from pre-Kindergarten through 2nd grade. I am currently working as Literacy Interventionist and Literacy Coach working with students and teachers from K-3. I have three years experience with the NM Instructional Material Bureau (IMB). I have taught physical education to preschool students and run an after school activity club as well as taught physical education classes to kindergarteners. I have instructed students in nutrition in science class as a classroom teacher, and have organized and overseen a running club in my school for grades K-8.

Professional summary of material:

The instructional materials provide a good Physical Education curriculum in a digital format. The Scope and Sequence is laid out in such a way that instructors can fit the materials into a schedule that works at their school. Skills begin at the most basic level and progress in difficulty throughout the units. There are opportunities for students to work cooperatively in partners and small groups. There are several types of assessments; however, they cannot be modified for students with special needs. The materials do not adequately represent cultures and traditions of enough ethnic groups, nor do they compare diverse perspectives. There are general adaptations for students with diverse learning abilities but not enough specific recommendations. While the instructional materials do a good job at addressing most standards for physical education, they do not address or offer ways to be inclusive with English Learners or Culturally Diverse students.

Reviewer #: 87

Background and experience:

I am a Level II certified teacher. I have my degree in Elementary Education with endorsements in English Language Arts, Teaching English as a second Language, and Physical Education. I taught 3rd grade for 7 years, second grade for one year and spent last year coaching PE. This is my second year with the NM Instructional Material Bureau. I have run many physical fitness and health-related clubs including running club, jump rope club, and archery club. I have facilitated the Kids Cook program where we integrate nutrition and healthy habits into cooking lessons for kids.

Professional summary of material:

Materials address Physical Education standards throughout skill lessons, assessments, and group discussions. Lessons present a wide range of physical activities to develop student fitness and sport-related skills. Students participate in lessons that provide different groupings, discussions and a wide variety of different equipment. Assessments, portfolios, personal best goals, and other resources provide students with opportunities to improve their health in and out of the physical education classroom. Materials lack differentiation and accommodations for English learners, special needs students, and culturally diverse individuals. Materials integrate the five main components of health-related fitness throughout the lessons and content.