

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 High School PE	Publisher	Gopher Sport
SE ISBN		TE ISBN	000000021700
SW ISBN		Grade Level/Content	9-12 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

81%

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

97%

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:

Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives. Materials provide connections to the culture that can be found in the Create Your Own (CYO) section, Integration Section, SEL Integration. Students can reflect on self, peer and community perspective in the section of "Reflection Question Section" in each lesson, which gives multiple perspectives.

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

Average Score

76%

OVERALL ALIGNMENT

Materials align with the PE standards overall.

Statements of appraisal and supporting evidence:

The instructional materials, though partially aligned with Physical Education standards, offer several advantages. The material uses a skills-based approach with enhanced accountability, improved motor functions, and peer assessments. There is also evidence of connecting physical activity with healthy eating habits and having students analyze different forms of exercise that best fit their needs. There is no evidence of the physiological and metabolic changes that occur as we age or having the students accept consequences of their choices. Furthermore, the materials do not make a connection to how advertisements influence our perception of body types.

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:

The instructional materials partially align with demonstrating competency in forms of movement. While the materials show evidence of identifying the phases of movement and give many opportunities to evaluate themselves and their peers, they do not use the principles of biomechanics.

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:

The instructional materials align partially with applying movement concepts and developing motor skills. The materials integrate the principles of exercise science and have students demonstrate proper motor development. However, there is minimal evidence in explaining the changes that occur to the body in the aging process and how these changes can impact movement and training.

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:

The instructional materials promote the knowledge and ability to participate in an active lifestyle by providing lessons that chart and assess students' fitness activity levels, giving them the opportunity to use the results to create personal fitness goals. Students also use technology through heart rate monitors and pedometers while analyzing different physical activities such as Tabata. The materials do not foster students' ability to identify and explain the physiological challenges and metabolic changes that occur in the elderly human body, nor do they create a physical activity and nutrition plan for the different stages of life.

CONTENT STANDARD 4

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

Statements of appraisal and supporting evidence:

The instructional materials demonstrate student achievement and maintenance of a health-enhancing level of physical fitness by allowing students to chart, assess, and maintain a personal fitness program that provides rationale for scientific concepts and knowledge based training. The materials provide examples of muscular fitness, flexibility, and anaerobic fitness with the knowledge of progression specificity and intensity.

CONTENT STANDARD 5

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

Statements of appraisal and supporting evidence:

The instructional materials demonstrate students' responsibility for personal and social behavior in physical activity by adhering to general classroom and specific activity rules, emphasizing the importance of fairness and responsibility, and applying appropriate etiquette in all activities. Moreover, students demonstrate the ability to make responsible decisions regardless of peer pressure; all lessons require responsibility and inclusivity. There is minimal evidence in the materials in acceptance of consequences of personal choices and how to distinguish group members' roles (leader, follower, etc).

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:*

Instructional materials align with the student demonstration and understanding and respect for differences among people in physical activity settings. The materials address how diverse the students are and have students reflecting and collaborating with peers and the community. Materials demonstrate fair play and encouraging skill development for solo and team activities in order to improve participation. Materials address the importance of cooperation as a team in order to successfully attain goals. Materials do not foster the critical analysis of advertisements.

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:*

Instructional materials align with the student understanding that physical activity can offer various benefits such as enjoyment, self expression and social interaction. Materials provide a variety of activity opportunities like 5k and 10k runs, volleyball, softball leagues, and bowling that provide challenges and chances to engage socially in the community.

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
97%	96%

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:

The instructional materials are well-designed and provide teachers with extensive resources, including a “What You Have” and “Where to Find It” page. The lesson plans for all units include weekly pacing guides, how to integrate culture and differentiation in instruction, and teacher support to effectively teach all students. For students, the materials are engaging and include diagrams, lessons and activities in Spanish, sample journals, and making connections to students' environment.

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 a variety of assessments that measure student progress in ways such as unit tests, self-assessments, and peer-assessments. Each lesson plan contains a different form of assessment, formative or summative, with the standards alignment on the left side of the page. The instructional materials provide appropriate assessment alternatives for English Learners (translations), Culturally and Linguistically Diverse students (create your own exercises), advanced students (integrations/teacher suggestions), and special needs students (unit resources: inclusive strategies).

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:

Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives. Materials provide connections to the culture that can be found in the Create Your Own (CYO) section, Integration Section, SEL Integration. Students can reflect on self, peer and community perspective in the section of “Reflection Question Section” in each lesson, which gives multiple perspectives.

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 #: 91

Background and experience:

BA in Psychology; Level II teacher with 14 years of experience, as well as Department Head of Science at my high school. I am dual certified, endorsed in PE, and teach Health, Psychology, and AP Psychology. I have partnered with our district to promote adolescent health and I helped rewrite the sexual health curriculum for high schools in our district.

Professional summary of material:

These instructional materials are recommended with reservations. The materials provide a wide variety of cardiovascular and strength exercises. They also incorporate numerous team sports and dances from all over the world that are beneficial for teachers in their planning. There are many opportunities throughout the lessons for self and peer assessments and the teacher resources are an added bonus to the curriculum. Where the materials fall short are in the connections made with other students in recognizing roles within a group, exercise science specificities, and how the aging process has an impact on our flexibility and movement.

Reviewer #: 92

Background and experience:

I am a Level III teacher in the specialty areas of Health Education and PE. I have been working for 4 years as a Health Education and P.E instructor in my school district. This is my 21st year as an educator, 17 years in the Philippines and 4 years here in the US. I have experienced teaching middle school to college level in the Philippines. Currently I am teaching Grade 9 Health Education class and 9-12 Physical Education.

Professional summary of material:

In relation to the instructional materials, the recommendation comes with reservations. The materials partially align with the New Mexico standards, incorporating skills-based approaches, self and peer reflections/assessments, and emphasizing active lifestyle participation. The students demonstrate their knowledge of skills and their ability to set personal goals, and they analyze fitness goals while considering individual culture and background. The materials offer comprehensive features such as lesson plans, lesson objectives, lesson targets, teaching suggestions for modification, and integration of culture and social-emotional learning (SEL). However, these materials are lacking in analysis of messages embedded in advertisements that endorse a healthy lifestyle.

Reviewer #: 93

Background and experience:

I have been an educator for 8 years and I am a Level II teacher. I am currently on my journey of becoming a National Board Certified teacher. I am endorsed in TESOL and Secondary 7th/8th Grade Social Studies, Health, and AVID. I teach 8th grade Social Studies and 7th Grade Health at the only virtual school in our District. I am the Social Studies department lead and Instructional Council Rep. I was part of the review of the 2022 Social Studies Instructional Materials and Social Studies Professional Development Courses. I was a guest speaker at the NMPED Humanities Conference and member of the Embracing Equity NM cohort.

Professional summary of material:

I recommend these instructional materials with reservations. The materials are mostly aligned with our NM state standards as the curriculum offers skills-based approaches to enhance accountability, motor functions, and self/peer assessments. Students exhibit the knowledge and ability to participate in an active lifestyle through chart analysis and creating fitness goals. The materials address how diversity, fairness, responsibility, and collaboration are key to fostering a healthy classroom community and fitness journey. Moreover, the materials provide sufficient resources for teachers in the forms of lesson plans, pacing guides, and alignment of National Health Standards. The materials are also culturally and linguistically responsive materials and provide alternative resources/assessments for English Learners, advanced students, and special needs students. The instructional materials fall short in addressing the physiological and metabolic changes that occur as we age, accepting consequences of personal actions, and distinguishing group members' roles (leader, follower, etc.).