

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 Middle School PE	Publisher	Gopher Sport
SE ISBN		TE ISBN	000000021699
SW ISBN		Grade Level/Content	7-8 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

80%

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

81%

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 directly teach World Games and Dance, complete units that address multiple ethnic descriptions, interpretations, and perspectives. Most listed lessons within these two units include integration activities that go in-depth in regard to making connections to diverse cultures and activities. Instructional materials include resources to relate the content area appropriately to diversity in culture through including dance activities from diverse cultural backgrounds. Critical reflection is included through Self Check and Make it Happen instructional activities. Past and present cultures of New Mexico are not addressed. Materials do not provide English Language Development unit resources or guides. Diversity and culture are not consistently addressed throughout provided units and teacher resources.

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

Average Score

82%

OVERALL ALIGNMENT

Materials align with the PE standards overall.

Statements of appraisal and supporting evidence:

Materials align with PE standards at a recommended with reservations level. Materials are strong on organized units with extensive lesson plans and intriguing activities. Social Emotional Learning is an included unit, as are World Games and Dance. When it comes to technological resources and influences from the media, the materials fall short on these resources and lessons. Materials are print-based with a focus on team-building skills. Lessons include and are aligned to the standards, though assessments are not provided for each standard.

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 align with student demonstration of competency in many movement forms, and proficiency in a few movement forms, by providing a variety of units, lessons, activities, games, and assessments. The students have multiple opportunities to practice skills in each unit and apply the skills to a variety of physical activity settings. The lessons are scaffolded and the students engage in more challenging activities as the units progress.

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 align with student application of movement concepts and principles in order to develop the learning of motor skills. Lessons are included in order to directly teach spatial relationships, as in the activities Moving to Open Space and Keep Away. Self Check and Skill Cards are included to further help students analyze movement concepts. Peer Coaching is a provided lesson, in order for students to analyze a movement pattern through coaching others while simultaneously analyzing their personal skill levels.

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 materials align with student exhibition of the knowledge and ability to participate in a physically active lifestyle by consistently including health topics and goal setting into the lessons, student portfolio, and assessments. The students explore the concepts of heart rate, the different heart rate zones including the target heart rate zone, aerobic vs. anaerobic activity, and the five health-related fitness components. Students also discuss the benefits of having a physically active lifestyle and compare those benefits to the health risk factors associated with having an inactive lifestyle.

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 align with student achievement and maintenance of a health-enhancing level of physical fitness by introducing students to a variety of activities that can be incorporated both in and out of school. Students are encouraged to keep a fitness journal to track progress and allow for both maintenance and improvement.

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 materials align with student demonstration of responsible personal and social behavior by including concepts like sportsmanship, respect, cooperation, conflict resolution, and inclusivity into a variety of the lessons and physical activity settings. The materials do not include the concepts of wearing appropriate activity attire, using safety equipment, or following established emergency procedures. The materials also leave out some concepts around appropriate behavior responses in possibly unsafe situations.

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 align with student demonstration of understanding and respect for diversity through the Dance Unit where students are directly taught dances from a variety of cultures. In the lesson Create Your Own Poco Loco, students study the Poco Loco and then move on to creating their own versions of the dance. SEL lessons include the activity Teaming Up, which directly teaches positive team-building skills. Inclusive PE links are unavailable, though the Fitness Unit includes Unit Resources with Inclusive Strategies. These strategies directly teach students to be aware of others with different ability levels and to make appropriate accommodations. Media influences on behavior choices are not taught within the provided materials.

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 student understanding that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction by providing a variety of opportunities for in-depth learning of physical education concepts. Lessons are organized so that students can develop knowledge and behaviors to support lifelong fitness. Through the reflection questions and the self-check assessments, students have the opportunity to discuss which activities they would be most likely to use and when they would be able to use the skills included in a variety of activities outside of their PE time.

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
81%	74%

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:

Instructional materials provide teacher resources to support planning by providing rules, equipment lists, task cards, if needed, and station cards, if needed, in both English and Spanish. However, lessons lack time needed for each part of the lesson. Resources for students include task cards, self check sheets, and station cards which are also in English and Spanish. Support and modifications are given for students with disabilities; however, the materials do not include support for advanced students nor opportunities for digital learning.

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 most strands of the standards, but not all of the strands for the standards are assessed. The instructional materials provide multiple formative and summative assessments for most of the units provided, but the assessments do not clearly define which standards are being assessed through content and/or language objectives. The instructional materials somewhat provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, and advanced students. The materials do not provide appropriate assessment alternatives for 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 directly teach World Games and Dance, complete units that address multiple ethnic descriptions, interpretations, and perspectives. Most listed lessons within these two units include integration activities that go in-depth in regard to making connections to diverse cultures and activities. Instructional materials include resources to relate the content area appropriately to diversity in culture through including dance activities from diverse cultural backgrounds. Critical reflection is included through Self Check and Make it Happen instructional activities. Past and present cultures of New Mexico are not addressed. Materials do not provide English Language Development unit resources or guides. Diversity and culture are not consistently addressed throughout provided units and teacher resources.

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 #: 88

Background and experience:

Level III teacher with eleven years of experience teaching special education, experience working with students from grades K-12. Master's degree in Creative Writing. ELA endorsement. Current position as a middle and high school special education teacher with an International Baccalaureate school. Assistant Coach for Track and Cross Country.

Professional summary of material:

Instructional materials are well-structured with extensive printable lessons. Learning objectives and targets are clearly aligned and labeled. Considerable and intriguing activities are included, such as Moon Ball, Radioactive River, Cross the Pond, and Human Pizza. Materials foster healthy competition with appropriate team behaviors for activities such as basketball, football, golf, hockey, and soccer. Materials include a World Games Unit and a Dance Unit, both of which include Unit Planning, Assessments, Videos, and Student Activity Cards. For teachers or students who need dynamic visual examples or want technological connections, these materials are not as good of a fit.

Reviewer #: 89

Background and experience:

Level III teacher with 7 years of experience teaching physical education, experience working with students from grades K-12. Bachelor's and Master's degree in Physical Education, Physical Education and Health endorsements. Current position as a K-5 physical education teacher in a large public school district.

Professional summary of material:

The instructional materials provide a variety of tools, strategies, and resources, with general accommodations and modifications provided per lesson. Some of the units have specific accommodations and modifications provided, but some do not. The materials provide a variety of activities per unit that can be easily adapted for a variety of learning spaces and equipment availability. The assessments within the materials provide opportunities for student growth by focusing on both formative and summative assessments for most of the units provided. The standards being assessed are not provided on the assessments, but are provided on the lesson plans. The materials provide multiple opportunities to integrate culture and ethnicity into the learning activities, but would benefit from including experiences and activities directly focused on New Mexico specific experiences. The materials do not provide any opportunities for digital learning. Overall, the materials are applicable to a variety of teaching situations.

Reviewer #: 90

Background and experience:

Level II teacher with 15 years experience teaching physical education, experience working with students in grades K-12. Bachelor's degree in Physical Education and a master's degree in Educational Leadership. Current position as a K-5 physical education teacher in a public school district.

Professional summary of material:

The instructional materials reviewed provide learning objectives, learning targets, teaching cues and detailed lesson plans that include lists of equipment, how to set up the lesson, instructional cues, rules and challenges. The lessons are scaffolded appropriately. Instructional materials lack digital components and digital assessments. Lessons do not include updated technology. Both summative and formative assessments are used in the lessons in the form of journals, self-check sheets, peer coaching worksheets, and unit tests. New Mexico specific cultural references are not included. Instructional materials for grades 7-8 are recommended with reservations.