

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](#)

<b>Text Title</b>	Health and Physical Education 1a/1b (phys ed bundle) one year student license	<b>Publisher</b>	eDynamic Holdings LP
<b>SE ISBN</b>	9781959433286	<b>TE ISBN</b>	
<b>SW ISBN</b>		<b>Grade Level/Content</b>	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

77%

**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

88%

**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 address the cultural and linguistic perspective and diversity in culture and language in multiple ways in the lesson that connects to students' backgrounds, such as different names, showing pictures of people from different backgrounds, and learning the culture, beliefs and traditions that affect the students' physical, emotional, and social health. They contain student resources that demonstrate and understand the multiple perspectives of the specific concept, such as perspective listening, but the materials do not consistently address cultural and linguistic perspectives across all units.

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

Average Score

73%

#### OVERALL ALIGNMENT

**Materials align with the PE standards overall.**

*Statements of appraisal and supporting evidence:*

The instructional materials do not align with the PE standards overall. While there are strong connections in applying principles of movement, having students assess their fitness, and providing students with a multitude of examples on the different types of fitness, the materials fall short in integrating the different components of fitness and nutrition, having students reflect on their personal choices, and understanding the differences among people in physical activity settings.

#### 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 do not fully align with having students demonstrate and show competency in many movement forms. While the materials have the students identify and analyze critical elements in the phases of movement, there is no evidence of peer and teacher feedback while using sound 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 to applying movement concepts and principles to learning and development skills. The materials give students ample opportunities to explain and demonstrate motor learning cues and the biomechanical principles of movement.

#### 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 do not fully align with exhibiting knowledge and ability to participate in a physically active lifestyle. While the materials align with personal goals and maintenance of wellness, as well as monitoring exercise and nutrition for a healthy lifestyle, they fall short in explaining the changes that occur across the lifespan and analyzing personal characteristics that relate to participation in physical activities.

#### 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 do not fully align with achieving and maintaining physical fitness. They make a strong connection to recognizing the importance of participation in physical activity and give the students ample opportunities to assess their fitness, but do not apply the scientific concepts to physical activity.

#### 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 do not align with demonstrating responsible personal and social behavior in physical activity settings. There is not much evidence in the materials of ensuring physical and emotional safety, accepting consequences for their choices, or accepting leadership responsibility in order to accomplish group goals.

#### 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:*

The instructional materials do not align with demonstrating understanding and response for differences among people in physical activity settings. There is little to no evidence of identifying how race, ethnicity, and gender affect physical activity choices and participation. The materials do not show strategies on how to include people with diverse backgrounds and abilities in a physical activity.

**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:*

The instructional materials do not align with understanding that physical activity provides opportunities for enjoyment and social interaction. While the materials make a strong connection to analyzing time, cost, and accessibility factors related to physical activities, they do not reflect on the reasons someone chooses to participate or experiencing the satisfaction about personal fitness accomplishments.

**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
88%	86%

**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 go beyond the traditional textbooks and offer teacher resources to enhance planning and support for all students, such as lists of lessons, pacing guides for the units, and estimated instructional time. The resources encompass a wide range of strategies, assessments, differentiated instruction techniques, and diverse content to address the unique needs and abilities of every student in the classroom.

**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 offer teachers a variety of formative and summative assessments, such as think-pair-shares, debates, and podcasts. Through the “reports” option on the Teacher Edition, there are resources for teachers to track ongoing student data progress. Although there are content and language objectives in the "Introductions," they do not clearly define which standard is being addressed. Moreover, the materials do not provide appropriate alternative assessments for English Learners, Culturally and Linguistically Diverse Students, advanced students, or those 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:*

Instructional materials address the cultural and linguistic perspective and diversity in culture and language in multiple ways in the lesson that connects to students' backgrounds, such as different names, showing pictures of people from different backgrounds, and learning the culture, beliefs and traditions that affect the students' physical, emotional, and social health. They contain student resources that demonstrate and understand the multiple perspectives of the specific concept, such as perspective listening, but the materials do not consistently address cultural and linguistic perspectives across all units.

**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:*

The instructional materials provide students with rich context and plenty of digital components to help them in an online and blended classroom and are very teacher friendly. While there are strong connections made in applying principles of movement, having students assess their fitness, and providing students with a multitude of examples on the different types of fitness, the materials fall short in integrating the different components of fitness and nutrition, having students reflect on their personal choices, and understanding the differences among people in physical activity settings.

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 in the US. I have experience teaching middle school through college level in the Philippines. Currently I am teaching a 9th Grade Health Education class and Grades 9 to 12 Physical Education.

*Professional summary of material:*

The instructional materials include the principles of movement that students can demonstrate to self assess and create their fitness goal, but lack evidence in ensuring physical and emotional safety in following rules. They do not provide opportunities for self, peer, family, and teacher feedback in discussing biomechanics.

Reviewer #: 93

*Background and experience:*

I have 8 years of teaching experience as a Level II teacher, and I am currently on my journey of becoming a National Board Certified teacher. I am endorsed in TESOL and Secondary Education: Social Studies, Health, and AVID. I teach 8th grade Social Studies and 7th Grade Health at the only virtual school in my district. I was part of the review of the 2022 Social Studies Instructional Materials review and Social Studies Professional Development Courses. I was a guest speaker at the NMPED Humanities Conference and a member of the Embracing Equity NM cohort.

*Professional summary of material:*

There are many instances where the materials align with standards, such as applying movement concepts and principles to learning/developing motor skills, accessibility resources and support for teachers/students, and Cultural and Linguistic responsiveness. However, the instructional materials fall short in providing opportunities for peer and teacher feedback while using sound principles of biomechanics. There is also little evidence for ensuring physical and emotional safety in following rules, accepting consequences for choices, and establishing roles to accomplish a goal. Moreover, although there is differentiation provided for English Learners, Culturally and Linguistically diverse students, and advanced students, the materials do not provide appropriate alternative assessment options for these groups of students and special needs students.