

**Textbook Alignment to the Utah 8th Gr. PE Intermediate Activities Core Curriculum
Rubric for “Recommended Primary” Materials**

Title _____ ISBN# _____			
Publisher: _____			
Name of Person(s) conducting alignment and evaluation: _____			
Overall percentage of coverage of the Utah State Core Curriculum: _____%			
Standard I: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.			
Percentage of coverage for Standard I: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1.1: Demonstrate the correct technique for a variety of movement skills.	a. Perform movement skills such as walking, running, and jumping with efficiency and with proper form.		
	b. Perform non-movement skills, such as stretching during warm-up and cool-down, with mature skill levels while working individually and with a partner.		

	c. Perform advanced manipulative skills such as kicking and striking a variety of objects, demonstrating both accuracy and force while moving or being guarded.		
Objective 1.2: Apply correct techniques of basic skills in a number of individual, dual, and team sport-specific activities.	a. Consistently throw and catch or kick and receive a ball while being guarded by opponents.		
	b. Combine skills with basic offensive and defensive strategies to participate in modified versions of individual and team sports.		
	c. Review and demonstrate correct weight transfer, follow-through, and body-target alignment in a variety of activities.		
Objective 1.3: Demonstrate correct technique in a variety of improvised rhythmic activities.	a. Participate in a variety of dances such as square, folk, aerobic, modern, ballroom, and line.		
	b. Perform rhythmic activities representing various cultures such as Native American, African, and Latin American dances.		
Standard II: Students will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.			
Percentage of coverage for Standard II: %			

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 2.1: Demonstrate ways to link and transfer basic manipulative skills and concepts to specialized sports activities.	a. Apply the principle of transfer of learning by identifying similarities and differences of movement concepts to facilitate the learning of a new skill.		
	b. Identify and analyze offensive and defensive strategies in a number of different activities.		
	c. Describe the key elements, such as balance and follow-through, in the execution of sport-specific skills.		
Objective 2.2: Set goals and monitor changes in the development of movement skills to improve performance.	a. Recognize that time and effort are prerequisites for skill improvement.		
	b. Review the goal-setting process.		
	c. Use visual and mental cues to learn and self-assess performance.		
	d. Understand the use of rubrics to assess performance levels.		
Standard III: Assess personal fitness level and maintain a basic exercise plan that incorporates all elements of physical fitness. <i>Caution: Assessment of body composition is inappropriate at this level.</i> Percentage of coverage for Standard III: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage

Objective 3.1:	a. Determine personal fitness levels using a variety of assessment instruments.		
	b. Design and implement a personal fitness program based on the fitness assessment results.		
	c. Monitor progress through periodic fitness tests, activity journals, and computer software programs.		
	d. Evaluate progress and adjust fitness plan to meet individual needs.		
Objective 3.2: Participate in activities that promote physical fitness.	a. Participate in activities that develop flexibility, muscular strength and endurance, and cardiovascular fitness.		
	b. Utilize the overload principle to improve all elements of physical fitness.		
	c. Participate on small teams to promote maximum participation and fitness outcomes.		
	d. Explore a variety of nontraditional physical activities such as orienteering, field hockey, and rock climbing during and after school hours.		

Standard IV: Students will achieve and maintain health-enhancing levels of physical fitness.			
Percentage of coverage for Standard IV: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 4.1: Demonstrate knowledge of the elements of physical fitness.	a. Define the elements of physical fitness.		
	b. Correctly demonstrate various resistance-training techniques.		
	c. Learn to relate pulse rate and physical energy expenditure.		
	d. Maintain a daily activity journal as a record of physical fitness activities.		
	e. Apply the FITT (frequency, intensity, time, type) guidelines to a number of activities.		
	f. Participate in a daily stretching program to promote flexibility.		
Objective 4.2: Describe the relationship between physical activity and proper nutritional choice.	a. Review the concept of energy balance.		
	b. Using a diet and activity log, analyze the balance between food intake and energy expenditure.		
	c. Create a meal plan based on the food pyramid.		
	d. Identify poor food choices and healthy alternatives.		

Objective 4.3: Demonstrate the biomechanical principles of posture during activity.	a. Demonstrate correct posture when lifting heavy objects.		
	b. Identify exercises that contribute to trunk stabilization.		
Objective 4.4: Adjust and monitor fitness and exercise programs using a variety of technological resources.	a. Assess and adjust personal fitness plan utilizing computer software for feedback.		
	b. Evaluate intensity levels of activities using data from heart rate monitors and/or pulse sticks.		
	c. Enhance the development of fitness plans through using information found on the Internet.		
	d. Use camcorders or digital cameras to analyze performance and observe models of excellence in a variety of activities.		
Standard V: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.			
Percentage of coverage for Standard V: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 5.1: Demonstrate the ability to make responsible choices in activity settings.	a. Identify and follow rules while playing sports and games, while keeping winning and losing in perspective.		

	b. Make responsible choices based on the safety of self and others when participating in physical activities.		
	c. Accept the consequences of personal behavior choices.		
	d. Strive to act independently of peer pressure.		
	e. Work to improve physical fitness and motor skills.		
Objective 5.2: Demonstrate the ability to work with others in activity settings.	a. Demonstrate leadership in a number of activities.		
	b. Work with a partner in fitness activities.		
	c. Analyze factors contributing to performance outcomes without blaming others.		
	d. Identify positive and negative peer influences.		
	e. Resolve interpersonal conflicts with sensitivity to the rights and feelings of others.		
Standard VI: Students will value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Percentage of coverage for Standard VI: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 6.1: Appreciate the benefits of living a	a. Analyze and categorize physical activities and		

healthy lifestyle.	exercises according to their benefits throughout life.		
	b. Recognize that, in addition to physical fitness, regular activity participation offers social and psychological benefits.		
	c. Recognize how proper nutrition and exercise impact childhood obesity and type II diabetes.		
	d. Recognize the importance of establishing a pattern of daily participation in a number of different activities.		
Objective 6.2: Recognize that physical activity provides opportunities for challenge, enjoyment, self-expression, and social interaction.	a. Develop strategies for overcoming fear of participating in new activities outside of personal comfort zones.		
	b. Recognize individual abilities and limitations when determining goals and personal challenges.		
	c. Respect, appreciate, and enjoy the aesthetic and creative aspects of activity participation.		
	d. Participate in activities that offer social interaction with people of varying ability levels and different social and cultural backgrounds.		

General Rubric

Review Category Curriculum Content Coverage	High Quality - 3	2	1	0	NA	Comments
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	Less than 50% of the Utah Core and objectives are covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		
Content is covered with appropriate depth.	The program provides 80% or more of the necessary depth needed for appropriate instruction.	The program provides 70% or less of the necessary depth needed for appropriate instruction.	The program provides 50% or less of the necessary depth needed for appropriate instruction.	The program lacks the necessary depth needed for appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an age-appropriate	Materials reflect current content knowledge without content bias.	Materials have some content inaccuracies, but do not show content	Materials show many content inaccuracies and some content bias. Materials have	Materials have major content inaccuracies. Materials have no		

manner.	Materials utilize cross-curricular references and experiences. Materials are age appropriate.	bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	very limited cross curricular references. Materials are approximately 50% age appropriate.	cross curricular references. Materials are not age appropriate.		
Content is engaging to the student.	80% or more of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Less than 80% of the materials and activities are interesting and engaging to the student promoting purposeful learning.	50% or less of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Very little, if any, of the materials and activities are interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	70% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of needed prerequisite skills and knowledge.		
Review Category Physical Qualities	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of contents, glossary, index, and etc.	Student materials provide necessary table of contents, indices, glossaries,	Student materials provide some table of contents, indices, glossaries,	Student materials provide a limited amount of table of contents, indices,	Student materials provide very little, if any, table of contents, indices,		

	and other references to assist and guide students, parents, and teachers.	and other references to assist and guide students, parents, and teachers.	glossaries, and other references to assist and guide students, parents, and teachers.	glossaries, and other references to assist and guide students, parents, and teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are easy to use.	Teacher materials are well organized with easy to read font and good correlation with student materials.	Teacher materials are organized with easy to read font, and follow correlation with student materials.	Teacher materials are somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		
Teacher material is durable.	Teacher materials are securely bound and reinforced while staying open and flat for teaching.	Teacher materials are adequately hardbound while staying open and flat for teaching	Teacher materials have secure bindings but do not open and lay flat to facilitate teaching.	Teacher materials have inferior bindings but do lay flat to facilitate teaching.		
Review Category Technology Qualities	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or expertise. Manuals are	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		

			included.			
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		
Review Category Ancillary Materials	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of instruction.	Program provides adequate student ancillary materials to enhance and supplement the delivery of instruction.	Program provides some student ancillary materials that are of limited value to supplement and enhance the delivery of instruction.	The program provides no student ancillary materials or student ancillary materials are of such poor quality and have little correlation to learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good support for desired student learning	Parent ancillary materials are appropriate providing adequate support for desired student learning	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of	There are no parent ancillary materials available.		

	through home activities, homework, and practice opportunities.	through a variety of opportunities and activities.	opportunities for student learning.			
Review Category Assessment Materials	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		
Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		

Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
Category Universal Access	High Quality - 3	2	1	0	NA	Comments
Program content accurately reflects diverse	Program provides ways to adapt curriculum for all	Program provides some ways to adapt curriculum to meet	Program provides limited strategies to assist special learning	Program provides no strategies to assist special		

populations.	students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	special learning needs of students.	needs of students.	learning needs of students.		
Program contents provides for the development of healthy attitudes and values.	Program accurately portrays and promotes understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes some understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes a limited understanding of cultural, racial, religious and diversity in society.	Program does not accurately portray or promote an understanding of cultural, racial, religious and diversity in society.		

I have reviewed the above program and recommend the following use: (Choose one category only.)

- (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.
- (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.
 - Materials could be used to support primary course instruction - **Tier I** of the **Utah Model for Instruction and Intervention**.
 - Materials could be used to support intervention instruction - **Tier II** of the **Utah Model for Instruction and Intervention**.
 - Materials could be used to support intervention instruction - **Tier III** of the **Utah Model for instruction and Intervention**.
- (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.
- (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.
 Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials.**
 Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.
- Materials were not reviewed**, but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature: _____

Date: _____