Textbook Alignment to the Utah Participation Skills & Techniques Core Curriculum Rubric for "Recommended Primary" Materials

Title		ISBN#	
Publisher:			
		:	
Overall percentage of cove	rage of the Utah State Core C	Curriculum:%	
Standard I: Students will ophysical activities.	demonstrate competency in m	notor skills and movement patterns nee	ded to perform a variety of
Percentage of coverage for	Standard I: %		
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1.1: Attain	a. Develop proper movement skills for a		
competence in a variety of sport-specific skills by	variety of game, sport, and		
applying the required	dance activities.		
techniques.	b. Use combinations or		
	sequences of movement		
	skills in game or other		
	activity settings. c. Participate in a number of		
	individual and team		
	activities demonstrating the		

	basic skills, strategies, and
	rules.
Objective 1.2:	a. State and understand
Demonstrate proficiency	critical cues for movement
in knowledge and skills in	skills.
a few movement forms	b. Demonstrate
and use assessment	understanding of the basic
results to improve	skills, strategies, and rules
performance.	in a variety of activities.
	c. Practice movement skills
	individually, with a partner,
	in a small group, and in
	regulation play.
	d. Assess skill performance
	of self and others using
	critical cues.
	e. Detect and correct errors
	in individual and group
	performance.

Standard II: Students will demonstrate 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:	a. Explain and give		
Demonstrate an	examples of movement and		
understanding of	developmental concepts,		
movement concepts that	i.e., the sequential nature of		
include physical, mental,	change, the uniqueness in		
and social applications.	the rates of physiological		
	development, the nature of		
	movement components, and		
	the developmental stages		

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	skill acquisition.	
	b. Explain and apply	
	biomechanical principles	
	related to stability of the	
	center of gravity, the	
	production and application	
	of force, and safe methods	
	of lifting and carrying heavy	
	objects.	
	c. Demonstrate a knowledge	
	of concepts regarding the	
	physiology of warming up	
	and cooling down, the	
	structure and function of the	
	human body, the influence	
	of individual differences in	
	activity settings, and unsafe	
	exercises.	
	d. Explain the social and	
	psychological aspects of	
	sport, i.e., goal setting,	
	stress reduction, self-	
	assessment, self-image,	
	group interaction and	
	cooperation, empathy, and	
	participation according to	
	rules.	
Objective 2.2: Apply	a. Analyze movement	
movement concepts to	performance through a	
the learning and	variety of means such as	
development of skills.	rubrics, self and peer	
	assessment, video and	
	computer analyses, and	
	teacher feedback.	
	b. Design personal practice	

	sessions according to					
	individual needs.					
Standard III: Students wi		sical activity				
Standard III: Students will participate regularly in physical activity.						
Percentage of coverage for	Standard III: %					
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Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage			
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Objective 3.1:	a. Recognize the benefits of					
Demonstrate knowledge	a healthy lifestyle and the					
of the requirements for a	consequences of poor					
healthy lifestyle.	nutrition and inactivity.					
	b. Accurately explain the					
	elements of physical fitness.					
	c. Self-assess the elements					
	of physical fitness, i.e.,					
	muscular and cardiovascular					
	endurance, flexibility, and					
	body composition, using a					
	variety of instruments.					
	d. Calculate maximum heart					
	rate and exercise in a target					
	heart rate zone.					
	e. Develop short- and long-					
	term goals for activity and					
	physical fitness.					
Objective 3.2: Participate	a. Analyze and compare					
in a variety of activities	health and fitness benefits					
that promote individual	derived from a variety of					
satisfaction and physical	activities.					
fitness.	b. Participate in a number of					
	class activities that promote					
	strength, muscular and cardiovascular endurance,					
	flexibility, and personal					

satisfaction.	
c. Adjust activities to	
increase fitness benefits by	
increasing pace and adding	
time and/or repetitions.	
d. Explore a variety of	
nontraditional physical	
activities for personal	
interest both during and	
outside of 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:	a. Identify and participate in		
Participate in a variety of	a number of activities that		
activities in class and	develop muscular strength		
outside of school that	and endurance, flexibility,		
develop a foundation of	and cardiovascular		
physical fitness.	endurance.		
	b. Develop and maintain		
	activity journals to track		
	fitness and activity levels.		
	c. Review FITT (Frequency,		
	Intensity, Time, Type)		
	guidelines as they apply to		`
	the development of physical		
	fitness.		
	d. Recognize that both		
	proper nutrition and		
	exercise are necessary for a		
	lifelong healthy lifestyle.		
Objective 4.2: Assess,	a. Utilize computer software		

adjust, and monitor	to assist in assessing and	
physical activity using a	tracking fitness levels.	
variety of technological	b. Adjust intensity levels of	
resources.	various activities through	
	monitoring pulse rates	
	manually or by using heart-	
	rate monitors or pulse	
	sticks.	
	c. Improve movement skills	
	using camcorders or digital	
	cameras to provide	
	feedback and self-analysis.	
	d. Use Internet resources to	
	create reports on activity,	
	nutrition, and lifelong	
	wellness.	

Standard V: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in activity settings.

Percentage of coverage for Standard V: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 5.1:	a. Listen and consider		
Demonstrate responsible	consequences before taking		
behavior in activity	action in conflict situations.		
settings.	b. Identify and address		
	unsafe conditions and risky		
	behaviors in activity		
	settings.		
	c. Follow recommended		
	safety precautions and		
	procedures.		
	d. Keep the importance of		
	winning and losing in		

	perspective relative to other		
	positive goals of		
	participation.		
	e. Apply safe practices,		
	rules, and etiquette in all		
	physical activity settings.		
Objective 5.2:	a. Recognize when to lead		
•	C		
Demonstrate responsible	and follow in group activity		
social behavior in	settings.		
working with others in	b. Provide positive		
activity settings.	reinforcement to peers of all		
	ability levels in activity		
	settings.		
	c. Analyze potential causes		
	and solutions to conflict in		
	activity settings.		
	d. Explore ways of		
	contributing to the		
	community through		
	academic service projects.		
Standard VI: Students will	l value physical activity for h	ealth, enjoyment, challenge, self-expr	ression, and/or social interaction.
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Percentage of coverage for	Standard VI: %	I	
	.	70 7 10	
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 6.1.	a Work positively with		
Objective 6.1:	a. Work positively with		
Demonstrate a respect	others in diverse settings		
for differences among	and groups.		
people in activity settings.	b. Explore/research sports		
	and activities of other		

cultures.

c. Value what each

participant can do in an activity rather than

	emphasizing individual
	weaknesses.
	d. Recognize students who
	do not feel included and
	make a deliberate effort to
	involve them in activities.
Objective 6.2: Recognize	a. Use physical activity to
that physical activity	reduce the stress of
provides opportunities	everyday life through
for enjoyment.	participation in activities
	that are personally
	rewarding.
	b. Utilize recreational
	facilities that are available
	in the community.
	c. Enjoy the satisfaction of
	interacting, participating,
	and competing with others
	in physical activities.

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	70% of the program content is covered in an appropriate sequence matching	50% of the program content is covered in an appropriate sequence matching	Less than 50% of the program content is covered in an appropriate		

	the Utah Core.	the Utah Core.	the Utah Core.	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 manner.	Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	Materials have major content inaccuracies. Materials have no 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	70% of the program provides appropriate accommodations for	50% of the program provides appropriate accommodations for	There are few or no appropriate accommodations for	

	various developmental levels acknowledging prerequisite skills and knowledge.	various developmental levels acknowledging prerequisite skills and knowledge.	various developmental levels acknowledging prerequisite skills and knowledge.	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, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide some table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide a limited amount of table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide very little, if any, table of contents, indicies, 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 userfriendly 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 included.	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		
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	Program provides high quality student ancillary materials	Program provides adequate student ancillary materials	Program provides some student ancillary materials	The program provides no student ancillary materials		

supplemental instruction.	that enhance and supplement the delivery of instruction.	to enhance and supplement the delivery of instruction.	that are of limited value to supplement and enhance the delivery of instruction.	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 through home activities, homework, and practice opportunities.	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and activities.	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for student learning.	There are no parent ancillary materials available.		
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 populations.	Program provides ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	Program provides some ways to adapt curriculum to meet special learning needs of students.	Program provides limited strategies to assist special learning needs of students.	Program provides no strategies to assist special 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 re	eviewed the above	e program and recommend the fol	lowing use: (Choose one category only.)
	overage of course con 2) Instructional materi naterials must be supp	tent and support U-PASS. Materials may b als provide limited alignment with the Utah	Core or U-PASS or have a narrow or restricted scope and sequence. Use of these lements for effective instruction. Materials may be used on a limited basis with
(4) (4) (5) (6) (6) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	 Materials are aligne or primary instruction, have been reviewed, b 	Materials could be used to support inter Materials could be used to support inter instructional use, but may only be used only do to the core, developmentally appropriate, but only as student resource material. But not adopted because of lack of alignmentals.	ary course instruction - Tier I of the Utah Model for Instruction and Intervention. vention instruction - Tier II of the Utah Model for Instruction and Intervention. vention instruction - Tier III of the Utah Model for instruction and Intervention. vas teacher resource material. may contain valuable content information, but are not intended to be used as the source it, inaccurate content, misleading connotations, undesirable presentation, or are in ents. School districts are strongly cautioned against using these materials.
Materials M	were included in the particle and the pa	sublisher bid, but not sampled to the USOE viewed , but may be purchased in accordance	or Textbook commission. e with the law and Rule 277-469-6 : Advanced placement materials, International reference materials, teacher professional materials which are not components of an
Evaluato	or Signature:		Date: