

**Textbook Alignment to the Utah Fitness for Life 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 an understanding of the fitness outcomes in a variety of activities.	a. Demonstrate basic competence in a variety of activities that contribute to improvement of overall fitness.		
	b. Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide fitness benefits.		

	c. Modify sports and activities to include an aerobic benefit.		
	d. Use FITT (frequency, intensity, time, type) guidelines to evaluate activities.		
Objective 1.2: Demonstrate active participation outside of the school day.	a. Participate in recreational activities offered through community agencies.		
	b. Participate in activities developing fitness outside of the school day.		
	c. Maintain activity journals illustrating activity participation outside of school hours.		
Standard II: Students will demonstrate understanding of movement, fitness and nutrition concepts, principles, and strategies as they apply to the learning and performance of fitness activities.			
Percentage of coverage for Standard II: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 2.1: Recognize the relationship between physical activity and personal health.	a. Recognize that health-related fitness is a lifelong process unique to each individual.		
	b. Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss.		
	c. Describe how physical activity affects body mass		

	composition, including muscle and fat percentages and bone density.		
	d. Describe the mental, social, and psychological benefits of physical activity.		
	e. Describe how exercise increases longevity and quality of life through the reduction of stress.		
Objective 2.2: Explain the elements of physical fitness, e.g., flexibility, cardiovascular endurance, and body composition).	a. Review the elements of physical fitness.		
	b. Define maximum volume of oxygen uptake (VO2 Max), respiratory rate, cardiac output, stroke volume, and heart rate, all concepts of cardiovascular endurance.		
	c. Explore concepts related to flexibility, e.g., genetics, static vs. ballistic stretching, and joint variations.		
	d. Explain the concepts related to muscular strength, e.g., isotonic, isometric, and isokinetic exercises, the overload principle, and the work/rest ratio.		
	e. Explain the concepts related to muscular endurance, e.g., high repetitions with low resistance, sport specificity, and the work/rest ratio.		

	f. Explain the concepts related to body composition, e.g., the difference between being overweight and obese, genetic influences, and various ways to measure body composition.		
Objective 2.3: Explain training principles and how they impact physical fitness.	a. Explain the principles of warm-up and cool-down as they relate to proper stretching, active vs. passive recovery, and injury prevention and rehabilitation.		
	b. Explain methods and the importance of using heart rates to monitor the intensity of physical activities.		
	c. Calculate individual target heart rate training zones by using the maximum heart rate formula or maximum heart rate reserve formula.		
	d. Provide definitions for overload, progression, specificity, reversibility, frequency, duration, intensity, and rest and recovery.		
	e. Compare aerobic and anaerobic activities, showing examples of each.		
	f. Observe safety		

	precautions in training, e.g., over-training, altitude, pollution, and temperature extremes.		
	g. Develop weight-training programs to build muscular strength, muscular endurance or a combination of the two.		
Objective 2.4: Understand the relationship between proper nutrition and personal health and fitness.	a. Explain the role of nutrition in overall health and fitness.		
	b. Explain proper balance between food intake and energy expenditure.		
	c. Compare the effects and/or dangers of weight loss and gain on body composition and personal health.		
	d. Identify the benefits and dangers of various dietary supplements such as vitamins, minerals, herbs, power drinks, steroids, and performance-enhancing drugs.		
	e. Identify strategies for developing a healthy self-concept and acceptance of one's body make-up.		
Standard III: Students will participate regularly in physical activity.			
Percentage of coverage for Standard III: %			

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 3.1: Assess personal health and fitness levels.	a. Research family history for health-risk factors such as coronary heart disease, cancer, diabetes, cholesterol, and blood pressure.		
	b. Assess known personal health risk factors considering age, gender, body composition, blood pressure, heart rate, cholesterol levels, and daily stress situations.		
	c. Assess personal fitness status regarding activity participation, energy expenditure, elements of physical fitness, and nutritional practices.		
Objective 3.2: Develop and implement a personal fitness plan.	a. Pre-test to establish baseline fitness information for muscular strength and endurance, flexibility, body composition, heart rate, blood pressure, and cardiovascular endurance.		
	b. Develop personal fitness goals based on the pre-testing results and use a post-test to show progress and improvement.		
	c. List and evaluate		

	activities that develop specific elements of physical fitness.		
	d. Participate in a variety of individual and group activities appropriate for enhancing physical fitness both during and after school hours.		
	e. Incorporate appropriate training principles including overload, progression, specificity, intervals, circuits, reversibility, maximum heart rate, target heart rate, perceived exertion, and rest and recovery.		
	f. Calculate and monitor daily caloric intake and expenditure for weight management, and utilize an activity journal to track progress.		
Standard IV: Students will achieve and maintain a health-enhancing level of physical fitness.			
Percentage of coverage for Standard IV: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 4.1: Participate in personally meaningful activities.	a. Participate regularly in physical activities that contribute to the attainment and maintenance of personal fitness goals.		

	b. Use results of post fitness assessments to guide changes in fitness plan.		
	c. Analyze time, cost, and accessibility factors in determining activity participation in community settings.		
	d. Recognize how physical activities impact a person's physical, emotional, social, and intellectual well-being.		
Objective 4.2: Use a variety of technological resources to design, monitor, and adjust fitness programs.	a. Use heart rate monitors or pulse sticks to monitor heart rates.		
	b. Calculate body composition by using skin-fold calipers or electrical impedance analyzers.		
	c. Calculate blood pressure using digital monitors.		
	d. Use computer software to track progress in fitness programs and to perform a nutritional analysis.		
	e. Access various websites to assist in developing, evaluating, and revising personal fitness programs.		
Standard V: Students will exhibit responsible personal and social behavior that respects self 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: Accept diversity of people in activity settings.	a. Demonstrate acceptance of others regarding varying skills, abilities, limitations, and cultural backgrounds.		
	b. Take an active role in helping others achieve success.		
	c. Identify the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation.		
Objective 5.2: Make responsible choices in activity settings.	a. Recognize the effects of environmental conditions like wind, temperature, humidity, and altitude on activity performance.		
	b. Examine the effects of substance abuse on health and performance.		
	c. Explore the consequences of eating disorders at either end of the spectrum.		
	d. Identify appropriate risks and safety factors in the selection of fitness activities.		
	e. Accept responsibility for personal choices.		
Objective 5.3: Demonstrate personal responsibility and the ability to work with	a. Utilize time effectively to set personal goals, practice, and complete assigned tasks.		

others in activity settings.	b. Work independently and on task with a partner and in small or large group activities.		
	c. Demonstrate maturity and self-control in conflict situations.		
	d. Take a supportive role to encourage and positively influence peers in a variety of activity settings.		
	e. Participate in academic service-learning activities available in the community.		
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: Understand that physical activity provides opportunities for enjoyment and social interaction.	a. Select competitive and recreational activities that bring personal satisfaction.		
	b. Appreciate the aesthetic value of activity participation in a variety of settings.		
	c. Recognize that physical activities offer a positive environment to meet and interact with people of varying interests and ability levels.		
	d. Describe how the participation with others can		

	positively influence the attainment of personal fitness goals.		
Objective 6.2: Recognize that physical activity provides opportunities for personal challenge.	a. Explore a variety of personally challenging activities during and after school hours.		
	b. Voluntarily participate in competitive and recreational activities.		
	c. Utilize short- and long-term goals in activity selection.		
	d. Define challenges and risk factors that change with the aging process.		
Objective 6.3: Utilize physical activities to provide opportunities for self-expression.	a. Choose activities that are personally rewarding.		
	b. Utilize imagination, self-expression, and creativity in designing personal fitness plans.		
	c. Bolster self-esteem through activity participation.		
	d. Participate in programs and facilities in the community that foster activity choice and self-expression.		

General Rubric

Review Category Curriculum Content	High Quality - 3	2	1	0	NA	Comments
--	------------------	---	---	---	----	----------

Coverage						
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 manner.	Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age	Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references.	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.		

	appropriate.	Materials are 70% 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, and other references to assist and guide students, parents, and teachers.	Student materials provide some table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide a limited amount of table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide very little, if any, table of contents, indices, 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 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	Technology provided is appropriate giving	Limited technology is provided giving little support for	No technology is provided.		

	additional support for student learning.	some additional support for student learning.	student learning.			
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 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	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.		

	learners).					
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: _____