Textbook Alignment to the Utah Individualized Lifetime 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: Apply required techniques to be competent in a variety of sport, adventure, and fitness activities.	a. Demonstrate basic competence and participation in a variety of areas that may include individual and group activities, leisure/lifetime activities, aquatics, and cooperative activities.		
	b. Participate successfully in activities using advanced skills and strategies with		

	increasingly more complex movement skills, while consistently following rules and regulations.		
Objective 1.2: Demonstrate the necessary knowledge and skills to be proficient in a few movement forms.	a. Identify the critical elements of increasingly complex game and movement forms.		
	b. Demonstrate understanding of the advanced skills, strategies, and rules of activities.		
	c. Use mental and physical cues in practicing activities.		
	d. Detect and correct errors in personal performance and in the performance of others.		
	e. Use internal and external feedback to analyze and improve performance.		
Standard II: Students will demonstrate understanding of movement, fitness and nutrition concepts, principles, and strategies as they apply to the performance of movement activities. **Percentage of coverage for Standard II: %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
Objective 2.1: Demonstrate knowledge of the relationships of movement concepts including physical, mental, and social applications.	a. Demonstrate the importance of proper form to success in activities; the influence of strength, speed and size; and the type of equipment used.		
	b. Apply biomechanical		

	principles to analyze and improve activity performance.		
	c. Understand physiological concepts as they relate to aerobic and anaerobic activities.		
	d. Communicate to improve group performance and develop strategies to include others in activity settings.		
	e. Use visualization to improve performance.		
Objective 2.2: Apply movement concepts to the learning and development of movement skills.	a. Demonstrate transfer of basic manipulative skills and concepts to specific sports and activities.		
	b. Analyze performance through the use of video and digital cameras and other means.		
	c. Design appropriate practice sessions based on personal needs to improve performance.		
	d. Identify how skill, strength, previous experience, desire to play, and other personal characteristics affect participation in specific types of activities or practice sessions.		

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: Participate in activities that promote physical fitness and enjoyment.	a. Identify the fitness benefits in a variety of activities.		
	b. Identify and utilize activities and facilities in the community that meet personal participation and fitness needs.		
	c. Use readily available resources and materials to engage in home fitness activities.		
	d. Participate in lifetime activities that are personally rewarding.		
Objective 3.2: Apply the knowledge to be able to develop and maintain an active lifestyle.	a. Analyze lifelong activity participation considering age, gender, family needs, job demands, and socioeconomic status.		
	b. Self-assess all components of physical fitness using a variety of assessment tools.		
	c. Design short-term and long-term personal fitness programs.		
	d. Analyze the nutritional aspects of developing and		

	maintaining a healthy lifestyle.		
	e. Use activity journals/portfolios to track personal progress in developing and maintaining fitness.		
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 activities to develop a foundation of physical fitness.	a. Participate in activities that develop muscular strength and/or endurance, flexibility and cardiovascular fitness.		
	b. Recognize the importance of the balance between food intake and energy expenditure in maintaining weight, developing fitness and preventing sedentary disease.		
Objective 4.2: Adjust and monitor fitness and the execution of movement skills using a variety of technological resources.	a. Demonstrate familiarity with a variety of computer software programs for improving and monitoring skills and fitness levels.		
	b. Create a video individually or with a partner to illustrate correct form and technique in selected activities.		

	c. Use a camcorder or digital camera to identify key elements of an activity or to provide a record of improvement from the beginning to the end of an instructional period.		
	d. Prepare reports on fitness and activity using Internet resources.		
	e. Utilize heart-rate monitors, pulse sticks, blood pressure devices, body mass analyzers, and pedometers to assess and track fitness levels.		
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: Demonstrate responsible personal behavior in physical activity settings.	a. Analyze potential dangers in exercise and activities and identify safe alternatives.		
	b. Act independently of peer pressure in developing healthy choices.		
	c. Set goals and work independently in pursuit of fitness and skill development.		
	d. Recognize the meaning		

	and importance of rules in activity participation.		
	e. Practice budgeting time to complete fitness tasks.		
Objective 5.2: Demonstrate the ability to work with others in activity settings.	a. Self-officiate in recreational sports.		
	b. Positively recognize efforts by opponents in a number of different activities.		
	c. Communicate with fellow participants to solve conflict without confrontation.		
Objective 5.3: Demonstrate responsible social behavior.	a. Be willing to walk away to avoid verbal or physical confrontation in activity settings.		
	b. Listen to all sides before taking action in solving conflict.		
	c. Develop strategies to include others in activity participation.		
	d. Participate in academic service-learning projects to assist people in the community.		
Objective 5.4: Demonstrate respect and understanding of differences among people in activity settings.	a. Report on the historical roles and values of games, sports, and dance in different cultures.		
	b. Participate in games and sports with participants of varying ability levels.		
	c. Recognize the effects of		

	age on activity performance and choice in a lifelong fitness and activity plan.		
	d. Adapt or modify activities to include participants of diverse backgrounds and ability levels.		
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: Demonstrate that physical activity provides opportunities for a lifelong healthy lifestyle.	a. Know the benefits of activity and proper nutrition and the consequences of inactivity and poor nutritional choice.		
	b. Explore indoor and outdoor activities offered in the community.		
	c. Utilize personal knowledge to improve fitness and skill levels throughout the life cycle.		
	d. Participate in activities to prevent and relieve everyday stress.		
Objective 6.2: Demonstrate that physical activity provides opportunities for personal challenge.	a. Differentiate between appropriate and inappropriate risks in activity selection and participation.		
	b. Develop trust through		

	adventure-based and cooperative learning activities.		
	c. Recognize abilities and limitations when setting goals and personal challenges.		
Objective 6.3: Demonstrate that physical activity provides opportunities for self-expression and social interaction.	a. Explore new activities individually and with others.		
	b. Choose activities that contribute to self-expression and social interaction.		
	c. Extend participation in activities to non-school social environments.		
	d. Visualize activity participation as a means of meeting, understanding, and participating with people of diverse 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	80% of the program content is covered	70% of the program content is covered	50% of the program content is covered in	Less than 50% of the program content		

an appropriate sequence.	in an appropriate sequence matching the Utah Core.	in an appropriate sequence matching the Utah Core.	an appropriate sequence matching the Utah Core.	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 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	There are	70% of the program	50% of the program	There are few or no		

meet different abilities and needs.	appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	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, 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	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		

			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 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 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 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: _____