

PHYSICAL EDUCATION HIGH SCHOOL INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

All submissions must be aligned to the Physical Education Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.

Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials. Evaluators of materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards.

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Physical Education High School

SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

All submissions must be aligned to the Tennessee State Physical Education Standards and therefore must meet all of the non-negotiable criteria of Section I.

SECTION I. Alignment to Tennessee State Physical Education Standards				
Part A. The instructional materials represent 80% alignment with the Tennessee State Physical Education Standards and explicitly focus teaching and learning on the grade level standards and are at a level of rigor necessary for students to reach mastery:				
Component 1: Motor Skills (MS)				
Subcomponent: Games, Sports, and Lifetime Activities.		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Standard			
MS.1	Demonstrate competency in activity specific manipulative skills (e.g., throwing, catching, kicking, striking, etc.) or sport specific skills (e.g. serve, putt, cradle in lacrosse, sprint start, etc.) while participating in game or event.			
MS.2	Demonstrate game specific strategies by combining skills (e.g., softball throw to base, volleyball set to hitter, soccer pass to teammate, etc.).			

MS.3	Execute sport skills or strategies in response to the opponent (e.g., running routes, player positioning, guarding).			
MS.4	Demonstrate offensive skills and strategies during game play.			
MS.5	Demonstrate defensive skills and strategies during game play.			
Component Extension	Student-designed games, officiating, biomechanical principles, coaching tactics.			
Subcomponent: Fitness and Lifetime Activities				
Skill	Standard			
MS.6	Engage in specialized skills in health-related fitness activities (e.g., yoga, resistance training, fitness walking).			
MS.7	Apply the principles of training to enhance an individual's current level of fitness (e.g., F.I.T.T., overload, specificity, progression).			
Component Extension	Race training, exergaming, high intensity interval training (HIIT).			

Subcomponent: Dance, Rhythms, and Lifetime Activities		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Skill	Standard			
MS.8	Demonstrate rhythmical or choreographed steps (i.e., jumping rope, aerobic dance, line dance, educational gymnastics routine)			
MS.9	Demonstrate a continuous dance sequence while synchronized with group or continuous jump pattern to music/verse.			
Component Extension	Choreograph a dance, give a performance, free style.			
Subcomponent: Aquatics and Lifetime Activities		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Skill	Standard			
MS.10	Demonstrate aquatic skills (e.g., floating, rhythmic breathing, kicking, treading water).			
MS.11	Demonstrate swimming strokes (e.g., freestyle, backstroke, breaststroke).			
Component Extension	Life-saving skills, diving, synchronized swimming.			
Subcomponent: Outdoor Pursuits and Lifetime Activities (optional)		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)

MS.12	Demonstrate essential skills (e.g., all-terrain walking, strength, balance, climbing).			
MS.13	Apply specialized skills (e.g., hiking, orienteering, rock climbing, mountain biking, fishing, kayaking).			
Component Extension	Plan an outdoor activity, Implement planned activity (e.g., camping, hiking, paddle boarding).			
Component 2: Cognitive Concepts		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Subcomponent: Movement Concepts and Principles				
Skill	Standard			
CC.1	Analyze movement concepts and principles to improve performance (e.g., pathways, force, and center of gravity).			
Component Extension	Design a practice drill to improve performance.			
Subcomponent: Skill Analysis		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Skill	Standard			
CC.2	Identify critical elements (e.g., opposition, follow through, weight transfer).			

CC.3	Justify the importance of each critical element in regards to skill performance (e.g., why, when, how).			
Component Extension	Self/peer evaluation of skill.			
Subcomponent: Game Rules		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Skill	Standard			
CC.4	Demonstrate rule application during game play.			
CC.5	Use appropriate sport specific terminology (e.g., travelling, out-of-bounds, offsides).			
Component Extension	Officiating, research sport history, develop/organize a tournament.			
Subcomponent: Tactics and Strategies				
Skill	Standard			
CC.6	Explain appropriate tactical decisions in a game situation. (e.g., use of a lob versus a drop; use of a chest pass versus a bounce pass)			

CC.7	Assess strategies needed to achieve specific effects/outcomes. (e.g., offensive strategies in order to score, defensive strategies to obtain possession, player positioning, etc.)			
Component Extension	Recognize strategies & tactics during game play (e.g., professional/collegiate athletics, opposing team).			
Component 3: Fitness and Knowledge		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Subcomponent: Health Related Components				
Skill	Standard			
FPA.1	Explain how health-related components of fitness impact overall health status (i.e., body composition, cardiovascular endurance, muscular endurance, muscular strength, flexibility).			
FPA.2	Participate in health-related fitness activities (e.g., weight training, stretching, cardio workouts).			
Component Extension	Research myths and facts.			

Subcomponent: Skill-related Components		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Skill	Standard			
FPA.3	Explain how skill related components impact sports and fitness (i.e., balance, agility, power, speed, coordination, and reaction time).			
FPA.4	Participate in skill-related fitness activities (e.g., agility ladder, yoga, plyometric).			
Component Extension	Match skill-related components to selected activities.			
Subcomponent: Physical Activity Knowledge				
Skill	Standard			
FPA.5	Apply fitness terminology in appropriate settings (e.g., aerobic/anaerobic, target heart rate, FITT principle, isometric, warm-up/cool-down).			
FPA.6	Define the principles of training (e.g., overload, specificity, progression).			
FPA.7	Identify activities that improve each component of fitness (i.e., health-related, skill-related).			

FPA.8	Calculate and apply resting, maximum, and target heart rate during various activities (e.g., cardiorespiratory activities, game play).			
FPA.9	Discuss current trends in fitness technology (e.g., apps, heart rate monitors, electronic activity tracker).			
Component Extension	Design a warm-up, cool-down, or circuit training routine.			
Subcomponent: Exercise Prescription				
Skill	Standard			
FPA.10	Construct fitness goals (i.e., S.M.A.R.T.)			
FPA.11	Design a personal fitness plan based on the FITT principle i.e., Frequency, Intensity, Time, Type.			
Component Extension	Analyze a personal fitness plan and make suggestions for improvement.			
Subcomponent: Assessment				
Skill	Standard			
FPA.12	Participate in health-related fitness testing (e.g., Fitnessgram).			
FPA.13	Interpret individual results of fitness tests.			

Component Extension	Use results of fitness assessments to guide changes in a personal fitness plan. Investigate fitness applications, i.e., MapMy Walk, FitBit.			
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Component 4: Personal and Social Responsibility (PSR)		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Subcomponent: Personal Behavior				
Skill	Standard			
PSR.1	Demonstrate responsible independent behaviors (e.g., best effort, compassion, initiative).			
PSR.2	Explain the role of the leader and follower within a group.			
PSR.3	Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors.			
Component Extension	Volunteer for leadership roles (e.g., lead a class activity).			
Subcomponent: Rules, Etiquette and Sportsmanship		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Skill	Standard			
PSR.4	Explain the importance of following rules, procedures, etiquette and sportsmanship in the physical activity setting.			

PSR.5	Display acceptance of decisions of judgement in socially responsible ways (e.g., teachers, sport officials, peer leaders).			
Component Extension	Differentiate between appropriate and inappropriate responses related to sports etiquette.			
Subcomponent: Cooperation				
Skill	Standard			
PSR.6	Provide support and encouragement for classmates (e.g., acknowledge good play, accept success/performance limitations).			
PSR.7	Display acceptance of individual differences (e.g., ability level, cultural background, gender, interest, age).			
PSR.8	Demonstrate conflict resolution skills.			
Component Extension	Engage in cooperative learning activities (e.g., icebreakers, team building).			
Subcomponent: Safety				
Skill	Standard			

PSR.9	Apply best practices for participating safely in physical activity (e.g., equipment/facility use, peer awareness, environment, personal medical needs).			
PSR.10	Engage in proper warm-up and cool-down procedures.			
Component Extension	Create a project-based safety visual aide (e.g., poster, brochure, video).			
Component 5: Values Physical Activity (VPA)		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Subcomponent: Appreciation				
Skill	Standard			
VPA.1	Explain the health benefits of physical activity (e.g., physical, mental/emotional, social).			
VPA.2	Determine the value of physical activity to meet an individual's personal needs (e.g., social interaction, self expression, stress management).			
VPA.3	Explore community resources (e.g., community centers, greenways, parks).			

Component Extension	Explore employment/career options in fields related to physical activity.			
Subcomponent: Challenge				
Skill	Standard			
VPA.4	Demonstrate a willingness to try new activities for challenge and personal reward.			
Component Extension	Engage in an activity that challenges oneself to the next level (e.g., Couch to 5K, substitute player to starter, weight management).			

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

PHYSICAL EDUCATION – HIGH SCHOOL

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or state organizations (i.e. <i>Tennessee Association of Health, Physical Education, Recreation and Dance – TAHPERD</i>) where appropriate. For example, TAHPERD routinely make reference to and reinforce connections with national Physical Education standards.	2 1 0	

<p>B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in the health education field. For example, PE teachers who teach Adaptive Physical Education for Special Need students may use materials from the <i>National Consortium for Physical Education for Individuals with Disabilities (NCPEID)</i> for instructional strategies that meet the educational needs of all students, as specified in the standards.</p>	2 1 0	
<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, physical education training materials routinely make reference to and reinforce connections with the <i>Society of Health and Physical Educators (SHAPE)-America</i>.</p>	2 1 0	

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
<p>A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.</p>	2 1 0	
<p>B. Materials are vertically coherent with previous courses and these connections are made clear in the materials. The connections are explicit to the other materials in the course.</p>	2 1 0	

C. For materials in a series, content progressions reflect the progressions as seen in the standards. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the standards as written.	2 1 0	
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Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2 1 0	
B. Materials include teacher-directed materials that explain the role of the practice activities in the classroom and in students' content development. Problems and activities present opportunities for students to make use of and exhibit the skills as they work on mastery of content.	2 1 0	
C. Opportunities and resources are provided for teachers to conduct independent study to enhance their own understanding and knowledge of course topics. Materials provide avenues to seek and identify quality professional development in a manner that will support student learning.	2 1 0	

Section II(4). USABILITY	SCORE	JUSTIFICATION/NOTES
A. Materials can be accessed in a variety of formats and media, including but not limited to printed textbooks, digital storage devices, online applications, and cloud-based forums.	2 1 0	
B. Materials are clear and easy to read for students, teachers, and parents. The design and graphics do not distract from the course content and are appropriately placed.	2 1 0	

C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2	1	0	
D. Materials are culturally and politically sensitive to the full range of potential users, and do not advance unwarranted opinions that are not factually based. All materials strive to present content, not beliefs.	2	1	0	

Please note any concerns with sensitivity below:

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES		
A. Materials include aligned assessments at regular intervals throughout the text(s), or as supplements to the primary instructional materials. Aligned assessments may include end-of-chapter quizzes, unit test modules, and practice exams.	2	1	0	
B. Materials offer ideas and guidance on measuring student progress throughout the duration of the aligned course(s). Formative, interim, and summative assessment strategies are all presented to inform instructional strategy and improvement.	2	1	0	

C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2 1 0	
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