



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

No

Comments: While I found that the materials provided a high rating for content providing a broad range of activities and allowing for diversified learning strategies, the materials fell short in connecting to most of the standards. Further, I believe the repetition of some songs in subsequent lessons may lead to student boredom and therefore a loss of interest. I also found the British dialect of the main narrator to be a distraction. Some learners, especially those who are ELL, would find it more difficult to understand concepts due to the inflections in his speech. I would only recommend these materials if the narrator were changed to a speaker without an accent and if the materials were more aligned with the standards.

Notation: These materials will require that the teacher take additional time to verify concepts are understood by students and to allow for any questioning or additional explanation. ELL Students may need additional assistance provided in native language to further understand concepts. Additionally, there will need to be supplemental multi-cultural materials provided, as well as instruction on the reasons why students need to know the concepts, the consequences of not following classroom rules, and more improvisational activities included.

Material for Review

Course: Music – Grade Kindergarten (5013060)

Title: Quaver's General Music Florida Curriculum - Grade K , Edition: 16.1

Copyright: 2013

Author: QuaverMusic.com, LLC

Grade Level: K - 5

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Music, Dance, Theatre, Visual

Art K-12 Specifications Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Lessons are presented with their aligned objectives by a benchmark code listing.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Content in some lessons (particularly lyrics) may be somewhat advanced for some schools in high risk (Title One) schools.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Materials are provided in different formats for different learning styles.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Materials are repeated a number of times throughout the 36 lessons.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Again, some song lyrics may difficult for students in Title One schools or those with lower achieving schools.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Lessons allow for adjusted times from 30-45 minutes.

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Secondary sources include classical music selections, as well as information on composers and dance history.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I did not see any typographical or visual mistakes.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Graphics depict children of different cultures appropriately.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards,

and models used with the subject area).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

At this grade level there is no evidence of specific theories per SE, but concepts and standards are appropriate.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Technology is used in a meaningful way to reinforce curriculum and standards.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very age appropriate- uses repetition and simple songs to reach target audience and hold their attention.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Songs are engaging and contain lyrics that are understandable to this age level.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Connections to other subject matter is clearly presented in each lesson.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Generally good alignment- only complaint is again, that some of the songs may be too long and/or lyrically challenging for students at this level- especially those with lesser reading abilities.

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Repetition of some of the materials may cause some students to become bored in later lessons. It is at this later stage that a teacher may need to prepare additional materials.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Materials are clearly aligned.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each lesson is clearly clearly laid out and each section of the lesson readily accessible.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Graphics are entertaining and engaging for this level of learner.

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Materials are well paced and allow the teacher to return to each activity repetitively if necessary.

Accessibility 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Technology is easily navigated and allows for interactive participation even for those with disabilities or language deficiencies.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Materials include songs, history, and interactive games in a well organized format. Teacher can easily move from area of a lesson to another with click of a button. There is no danger of getting lost or losing valuable time when transitioning from one activity to another.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Use of repetition in may lessen motivation in later lessons.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Materials reinforce concepts learned throughout the 36 lessons.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Excellent notes are provided on each page for clear navigation. Lesson objectives are also stated at the beginning of each lesson in an easily accessible tab.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The interactive nature of some of the material allows students to vary learning. Example: there are several activities that require the students to "plug in" different animals representing different note values on a grid. The grid is then activated and rhythms then "come alive." The student may then change the patterns to learn a different sequence. The number of patterns becomes endless and the students are challenged in new ways with each pattern change.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The interactive activities make the lessons adaptable to various learning styles and developmental differences. The repetition of some of the activities in the lessons also reinforces this.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The graphics used in the Kindergarten lessons are colorful and age appropriate. There are enough variations in games and songs in each lesson to keep the students engaged.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Materials are repetitive, interactive, age appropriate, and diverse.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are at least 12 assessments for this grade level. The only downside is that the materials require reading on the part of the student which may prove too difficult for a Kindergardener. These assessments will require the teacher to be diligent about explaining how to answer them. Additionally, it may even require additional teachers as resources at this grade level to assist with the evaluation process.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Good assessment but again, reading may be beyond this grade level and require additional adult assistance.

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Though attempts are made to incorporate ELL learners there are not enough in my opinion at this grade level. There is a Spanish glossary but it covers more difficult concepts and would generally be used for the upper grades. There are some songs in Spanish but there are no activities in Spanish otherwise. Additionally, there are no translations made available either in hard copy format or in recorded format (that is, spoken by the "characters on the screen).

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **MU.K.H.2.1:** Respond to and/or perform folk music of American cultural sub-groups.

Remarks/Examples:

e.g., African American, Anglo-American, Latin American, Native American

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

Very few examples of cultural sub-groups at this grade level. There were only examples of Anglo-American songs with a few Spanish songs thrown in. Overall the materials do not display diversity.

2. **MU.K.H.3.1:** Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

Remarks/Examples:

e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

There is an appropriate level of vocabulary but no attempt to break down words into phonemes, no decoding, no emphasis on finding rhyming words, nor any attempt at predictions. Sequencing is reviewed through a series of "games" that may have an infinite number of patterns.

3. **MU.K.F.1.1:** Respond to and explore music through creative play and found sounds in the music classroom.

Remarks/Examples:

e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is only one lesson that deals with found sounds on this level. Sound carpets are used but in some cases have too many layers for this age level. There are several stories presented that allow for interactive play. There is a considerable amount of kinesthetic play and it appears in nearly every lesson.

4. **MU.K.F.3.1:** Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

Remarks/Examples:

e.g., take turns, share, be a good listener, be respectful, display good manners

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The publisher refers to the Quaver Five several times throughout the year. It is a series of five rules or manners that one must adhere to in order to maintain a positive learning environment.

5. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

Though there are plenty of visuals, the majority of the material is in English. There is no material provided for the teacher in other languages other than the glossary. This means that teachers who do not speak other languages (in particular Spanish) are not provided with a way to communicate some of the ideas necessary for a solid musical foundation to ELL students.

6. **SC.K.P.10.1:** Observe that things that make sound vibrate.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

Vibration is never discussed.

7. **HE.K.B.5.3:** Recognize the consequences of not following rules/practices when making healthy and safe decisions.

Remarks/Examples:

Injury to self and/or others.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:
Consequences are never discussed.

8. **LAFS.K.RL.1.2:** With prompting and support, retell familiar stories, including key details.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Some songs that have story lines are revisited throughout the year but there is no repetition with regard to retelling of stories themselves.

9. **LAFS.K.RL.4.10:** Actively engage in group reading activities with purpose and understanding.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Reading activities on this level would be inappropriate and do not appear in these materials except when a few stories are presented.

10. **PE.K.R.6.2:** Identify a benefit of willingly trying new movements and motor skills.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:
Movement is used throughout this series but there is no benefit described.

11. **PE.K.R.6.3:** Identify the benefits of continuing to participate when not successful on the first try.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:
This is not addressed in the materials.

12. **PE.K.C.2.1:** Recognize locomotor skills.

Remarks/Examples:

Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Used effectively and repetitively in the series.

13. **DA.K.S.3.3:** Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:
While there are many movement activities, the discussion about maintaining personal space and moving through pathways is not explained.

14. **DA.K.O.3.1:** Use movement to express a feeling, idea, or story.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

15. **LAFS.K.SL.1.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:
Very little use of group activities with regard to collaborative conversations. Group activities are used primarily when dividing class into groups for purposes of song or instrument performance.

16. **LAFS.K.SL.1.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:
There was no evidence of questioning for sake of clarification. This would be something the teacher would have to stop the lesson and do on his/her own.

17. **LAFS.K.SL.1.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:
There was no evidence of questioning for sake of clarification. This would be something the teacher would have to stop the lesson and do on his/her own.

18. **TH.K.S.1.3:** Describe personal preferences related to a performance.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

Again, there was no evidence of questioning for sake of clarification. This would be something the teacher would have to stop the lesson and do on his/her own.

19. **PE.K.C.2.2:** Recognize physical activities have safety rules and procedures.

Remarks/Examples:

An example would be to put equipment away when not in use in order to keep the physical activity area safe.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

Safety not addressed.

20. **MU.K.C.1.1:** Respond to music from various sound sources to show awareness of steady beat.

Remarks/Examples:

e.g., steady beat, pulse

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Steady beat prominent in materials.

21. **MU.K.C.1.2:** Identify various sounds in a piece of music.

Remarks/Examples:

e.g., vocal/instrumental timbres, environmental sounds

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

22. **MU.K.C.1.3:** Identify, visually and aurally, pitched and unpitched classroom instruments.

Remarks/Examples:

e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

23. **MU.K.C.1.4:** Identify singing, speaking, and whispering voices.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

24. **MU.K.C.2.1:** Identify similarities and/or differences in a performance.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

Not addressed

25. **MU.K.C.3.1:** Share opinions about selected pieces of music.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are several lessons that use classical pieces of music as well as publisher written music that allow for both physical and verbal expression.

26. **MU.K.S.1.1:** Improvise a response to a musical question sung or played by someone else.

Remarks/Examples:

e.g., melodic, rhythmic

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

There are a few times in which the students are able to respond by echoing the teacher but no musical questioning.

27. **MU.K.S.2.1:** Sing or play songs from memory.

Remarks/Examples:

e.g., rhymes, chants, poems

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

28. **MU.K.S.3.1:** Sing songs of limited range appropriate to the young child and use the head voice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

29. **MU.K.S.3.2:** Perform simple songs and accompaniments.**Remarks/Examples:**

e.g., singing, using body percussion or classroom instruments

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

30. **MU.K.S.3.3:** Match pitches in a song or musical phrase in one or more keys.**Remarks/Examples:**

e.g., la, sol, mi

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

31. **MU.K.S.3.4:** Imitate simple rhythm patterns played by the teacher or a peer.**Remarks/Examples:**

e.g., quarter note, quarter rest, beamed eighth notes

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

32. **MU.K.O.1.1:** Respond to beat, rhythm, and melodic line through imitation.**Remarks/Examples:**

e.g., locomotor and non-locomotor movement, body levels

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Body levels rarely used but there is plenty of locomotor and non-locomotor activity.

33. **MU.K.O.1.2:** Identify similarities and differences in melodic phrases and/or rhythm patterns.**Remarks/Examples:**

e.g., visually, aurally

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**
Justification:
Difference and similarities of phrases not referenced.

34. **MU.K.O.3.1:** Respond to music to demonstrate how it makes one feel.**Remarks/Examples:**

e.g., movement, drawings, responder paddles/clickers

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Mostly through movement

35. **MU.K.H.1.1:** Respond to music from diverse cultures through singing and movement.**Remarks/Examples:**

e.g., nursery rhymes, singing games, folk dances

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Very little material showing cultural diversity explored.

If you have questions contact Office of Instructional Materials, imstaff@fldoe.org or 850-245-0425

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