



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** The resources and eBook class set format will be motivating for 4th grade students and teachers. The access to 5,000 images without having to search the web to find them is a wonderful asset. The ability to create a personal ePortfolio for each student is a plus. The ability for educators to customize and share lessons within the program is a great feature.

**Notation:** The 4th grade Visual Arts eBook Class set is visually pleasing, age appropriate and informative connecting other areas of the curriculum such as math, social science and language arts.

### Material for Review

**Course:** Art – Intermediate 2 (5001050)

**Title:** Explorations in Art Grade 4 Digital Class Set , Edition: 1st

**Copyright:** 2014

**Author:** Marilyn Stewart, Eldon Katter, Laura Chapman and Nancy Walkup

**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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To answer each item, select the appropriate rating from the following scale:

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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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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 curriculum 1.** 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:

The FL state VA standards for 4th grade located in CPalms are aligned to the standards used by the Davis Publishing Company.

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:

The skill level for 4th graders based on the FL VA standards and benchmarks have been matched and integrated into the Davis Explorations in Art Digital Class materials.

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:

Yes, the only obstacle may be access to updated technology for elementary art teachers. Many of our art rooms/programs are not equipped with modern technology capabilities.

**B. Level of Treatment**4. 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:

The ability for teachers and students to interact and adapt the VA content in this Davis program will meet the needs of many students. My concern would be for the beginning ESOL/ELL students and ESE with severe learning challenges.

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:

I think the ability to change lessons using integrated technologies to meet the needs of a particular student or class using a digital format is wonderful. This ability to develop complex and critical thinking/problem solving in conjunction with the FL VA standards being met is a win/win for our FL elementary art programs.

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:

The Davis program and FL VA standards and benchmarks build on previous art experiences. If the students in VA programs have consistent programming each school year, the ability to move into the next grade level will be an easy transition. However, if there are gaps in learning, teachers and students will need to repeat content and not be able to finish a grade level within a specified school year. The ability to go back into other grade level selections would be helpful and necessary.

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:

The lessons are designed for 50 minute periods. Many FL VA elementary teachers are having to work within a 30-40 minute art period time frame and this is usually on a rotating weekly basis. The planning for these lessons initially would need to be designed to meet the needs of a particular art program and adjusted.

**C. Expertise for Content Development**8. 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:

It's obvious to me that there was a great deal of time spent choosing the right materials to reflect the VA standards, and to collect the best primary and secondary sources available. There is a wide variety and an abundance of subject matter examples in all areas of the Davis program.

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:

Yes, I think they have done a good job of pulling quality materials/sources to reflect the content presented.

**D. Accuracy of Content**10. 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:

Upon review of the material, I could not find any typographical or visual errors.

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:

Visual art is a reflection of place, time and personal experiences, the materials presented here were objective and free of bias. Some content may be viewed as thought provoking which is appropriate for the subject.

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:

The content reflects the standards currently being taught in the FL visual art programs.

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:

After reviewing the content materials, I did not see any inconsistencies or mistakes.

- 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:

Based on FL and National standards, the content is based on current research and standards of practice.

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:

Yes, the content is appropriate and relevant, however, the pace and scope may need to be adjusted for the grade level based on an art programs daily and weekly schedules.

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:

The content has been created to match standards and benchmarks, however, some of the intended learners (ESE, ESOL, behavior challenges) may need additional assistance to achieve mastery of a concept. I do think they will enjoy the Digital eBook experience and creating portfolios.

- 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:

Content is connected to real-world experiences, as our student populations become more diverse, we need to keep in mind that more images and cultures need to be represented in all aspects of the visual art curriculum.

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:

The connections to math, language arts and the social sciences are presented in a way that are meaningful to students. I like the fact that teachers can create their own lessons based on their students needs.

- 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:

I do not have any concerns about unfair bias or targeted groups. Visual art (5,000-30,000) images presented in this program provide the teacher a convenient way to search for any images that are needed to enhance a particular lesson.

- 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:

I did not see any disconcerting images in this program.

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:

Yes they are covered.

## 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:

After reviewing the resources, there are many ways both teacher and student can use them for a targeted learning outcome. I particularly like the study tools feature opening an ePortfolio in a separate browser to enter notes.

**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:

**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:

The materials and sequence of subject matter is consistent and logical.

**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:

The fact that the presentation features can be adjusted using web browser Accessibility Controls makes the program flexible and provides students choices.

**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:

I think this is always going to be a challenge for any state adopted visual art program. The pacing of a lesson will be decided by the number of students per class, teacher effectiveness, schedule and access to materials.

**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:

The Braille feature is currently not supported. They have however, tested assistive technology software: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls and Speech-to-text. If the students required printed

versions, there would be an additional cost.

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:

I feel overall the Digital eBook program for grade 4 is presented in a logical manner and has some features which can be adapted for a variety of learners.

## Learning

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**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

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

Justification:

In my experience if material is presented in an engaging manner all students benefit. The images themselves are motivating and will stimulate a great deal of conversation and creativity.

**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:

Less is more, sometimes too much stimulation or content can be overwhelming for young learners. Consistent connections to their art classroom experience will help them retain and continue to find interest in the world around them. BIG IDEAS are included in this program: Cultural/Historical explorations in 2-D and 3-D, personal and technique to name a few.

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

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

Justification:

Yes, instruction is presented in a clear manner and is easy to follow.

**D. Guidance and Support**4. 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:

Teachers will need to facilitate some of the learning, but the use of digital media will naturally help them become more independent and critical thinkers.

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 making of art by nature is a personal and creative experience. There is evidence of developing lessons to address developmental differences and learning styles in young children.

**E. Active Participation of Students**6. 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 use of digital images, integrating technology and hands on experiences into a lesson are wonderful ways to engage all children in the learning process.

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:

Targeting the organized activities featured in this program, I find accurate art vocabulary terms, prior knowledge and procedures employed to reflect logical extensions of content, goals and objectives.

**F. Targeted Instructional Strategies**8. 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:

Hands-on art making in addition to incorporating of new technologies is only going to enhance the learning experiences for students. Visual literacy is a 21st century skill to be mastered and understood, so assisting children in all areas of their curriculum is key to their success.

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:

The BIG IDEAS and Enduring Understandings that the VA FL standards use have been addressed in the instructional strategies used in this program.

**G. Targeted Assessment Strategies**10. 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:

Yes they correlate.

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:

Yes, assessment strategies have been designed to assist all learners in meeting performance outcomes successfully.

**Universal Design for Learning**12. 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:

New adaptive materials are always being created for our special populations, this program is still developing features to support learning for all.

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:

I feel that the Learning requirements are satisfied in Explorations in Art Digital eBook grade 4

## 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](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. **LAFS.4.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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

Justification:

Yes, art vocabulary is used, discussion and analyzing a work of art are incorporated. Descriptive language and prior knowledge are incorporated to interpret visual information in a work of art.

2. **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:

ESOL students have the opportunity to share their language skills without fear or criticism of their views. An open- inclusive environment is created and thus makes for a rich learning experience for all students.

3. **LAFS.4.SL.1.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Justification:

Presenting materials in a variety of ways develops language skills. This program has developed ways for all students to improve their language and vocabulary skills.

4. **LAFS.4.SL.1.3:** Identify the reasons and evidence a speaker provides to support particular points.

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

Justification:

Combine art and digital media with innovative ideas to create 2 and 3-D works of art. Students use a variety of reasoning to apply a creative solution to an artistic problem.

5. **MAFS.4.G.1.3:** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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

Justification:

Many of the images presented in this program lend themselves easily to the integration of math and visual art. Portraits are a very good example of symmetry and there are many presented in the 5,000 choices with the class set.

6. **VA.4.C.1.1:** Integrate ideas during the art-making process to convey meaning in personal works of art.

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

Justification:

The integration of ideas is presented in both the Teacher and Student Editions.

7. **VA.4.C.1.2:** Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

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

Justification:

The introductory section of the Student Edition clearly states the Elements of Art and Principles of Design. Why Art? .....and leads naturally into Unit 1.

8. **VA.4.C.2.1:** Revise artworks to meet established criteria.

**Remarks/Examples:**

e.g., criteria set by teacher, student, or both

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

Justification:

This standard appears in both Teacher and Student Editions. It provides flexibility for the student to meet criteria based on previous knowledge and art making techniques for revision of artwork.

9. **VA.4.C.2.2:** Use various resources to generate ideas for growth in personal works.

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

Justification:

The 5,000 images, plus the access to a variety of resources: School Arts Magazine, lessons and images shared from other art educators and students, creating an ePortfolio, etc...increase the likelihood of students achieving personal growth in their artwork.

10. **VA.4.C.2.3:** Develop and support ideas from various resources to create unique artworks.

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

Justification:

This standard is met by the use of the 5,000 images and the inspiration from fine art and real world photos.

11. **VA.4.C.3.1:** Use accurate art vocabulary when analyzing works of art.

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

Justification:

Accurate art vocabulary is evident in all 6 Units of study in the eBook. There is vocabulary highlighted in each section of the Units and a Picture Glossary in the back of the eBook.

12. **VA.4.C.3.2:** Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.

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

Justification:

There is evidence that this standard has been met. One of the lessons in the eBook shows African bowls as utilitarian. The Elements and Principles are naturally integrated into the lessons throughout the eBook and Units.

13. **VA.4.C.3.3:** Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

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

Justification:

The section on Proportion and Shared Stories connect math and language arts into the art making process and demonstrate how artists can use an interdisciplinary approach to art making.

14. **VA.4.F.1.1:** Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.

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

Justification:

This standard is the entire 4th grade curriculum as stated in the FL VA standards description. The lessons throughout the eBook go beyond the make-and-take they can be viewed from page 8-11, through 174-177 in both the Teacher and Student Edition.

15. **VA.4.F.1.2:** Examine and apply creative solutions to solve an artistic problem.

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

Justification:

The explanation for this standard is located on page 160 of the Teacher and Student Edition. I think there can be more explanation of this process presented. The 5 Step process at the beginning of the eBook is a good indicator of this standard being met, however, I feel more could be presented/pointed out in this program to cover this standard completely.

16. **VA.4.F.2.1:** Discuss how artists and designers have made an impact on the community.

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

Justification:

This standard is addressed in the Teacher Edition. There is evidence of this standard throughout the lessons presented.

17. **VA.4.F.2.2:** Identify the work of local artists to become familiar with art-making careers.

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

Justification:

There is some reference to careers, however, I think this could be expanded to include more choices. The Teacher Edition has this information in it, there was no reference to the Student Edition having career choices.

18. **VA.4.F.3.1:** Create art to promote awareness of school and/or community concerns.



**Remarks/Examples:**

e.g., poster, billboard

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

**Justification:**

This objective falls outside the scope of this program. This could be a standard addressed by creating lessons based on current events or topics such as Red Ribbon Week, Anti-Bullying awareness. Social Media and popular culture all contain artistic processes that give a powerful/successful message.

19. **VA.4.F.3.2:** Collaborate with peers in the art room to achieve a common art goal.

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

**Justification:**

There are many examples in the eBook for grade 4 that provide for student collaboration and independent learning. The choices are referenced in the Teacher Edition.

20. **VA.4.F.3.3:** Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

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

**Justification:**

The emphasis on thinking, planning and reflection are evident in this eBook. There are many references in the eBook ranging from page 16-19 through 174-177 that show appropriate pacing of art-making using 21st century skills to complete a final piece of artwork.

21. **VA.4.H.1.1:** Identify historical and cultural influences that have inspired artists to produce works of art.

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

**Justification:**

This is evident in the Historical Unit which references quilts, molas, etc... and other cultural influences artists use to make their own art. The 5,000 images also contribute to resources that can be used to assist students with this standard mastery.

22. **VA.4.H.1.2:** Identify suitable behavior for various art venues and events.

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

**Justification:**

This entry is a little weak in meeting this particular standard, the only reference is in the Teacher Edition 120, R25 and R32. Appropriate behavior when visiting any venue where artwork is displayed requires a significant preparation on the part of the student and teacher. Real-world application of socially appropriate behavior is also something that can be carried with them into adult life and needs to be emphasized from a young age.

23. **VA.4.H.1.3:** Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.

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

**Justification:**

There are many references throughout the eBook that meet this standard. Many cultures and groups are represented by using maps, real world photos, samples of the artwork and slide shows of the area.

24. **VA.4.H.1.4:** Identify and practice ways of showing respect for one's own and others' personal works of art.

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

**Justification:**

There are references to this standard in both the Teacher and Student Editions, however, this goes back to appropriate behavior and meaningful (not hurtful) comments made about one's own artwork as well as that of others. Teachers and students need to model respectable behavior when it comes to sharing works of art that can be very personal.

25. **VA.4.H.2.1:** Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.

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

**Justification:**

Art can tell stories and determine place and time. This standard is met throughout the eBook's 6 Units. The Teacher Edition aligns with the students as far as page references. The examples of art created over time are age appropriate, the images are beautifully displayed on each page.

26. **VA.4.H.2.2:** Identify differences between artworks and utilitarian objects

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

**Justification:**

There is more need to align this standard in identifying fine art, craft and functional art. There is a real world distinction to reference here to enhance a true understanding of these differences. I do think the African bowl lesson was a good example explaining this standard.

27. **VA.4.H.2.3:** Identify reasons to display artwork in public places.

**Remarks/Examples:**

e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air

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

Justification:

There were only a few references to this standard in the Student Edition, pages 19 and 119. The Teacher Edition had more, however, more examples and lessons could be shown related to art in public places. Many communities are spending lots of time and money on artistic endeavors.

28. **VA.4.H.3.1:** Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

**Remarks/Examples:**

e.g., identify facts, ideas, solutions

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

Justification:

The eBook is set up to be a process-based studio program where students are guided along in a natural sequence of Tradition and Identity to understand their world and themselves.

29. **VA.4.O.1.1:** Use the structural elements of art and organizational principles of design to understand the art-making process.

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

Justification:

Throughout the entire eBook this standard is evident. The elements and principles are referenced from the beginning to the end of each Unit.

30. **VA.4.O.1.2:** Identify the structural elements of art used to unite an artistic composition.

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

Justification:

This standard focuses on the Principles of Design and is referenced in many of the lessons throughout the eBook Units. The Student Edition has composition as a key concept from pages 18 through to 168.

31. **VA.4.O.2.1:** Use a variety of resources and art skills to overcome visual challenges in personal artworks.

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

Justification:

The art images and the ability to enlarge an image helps students to overcome any visual challenges in personal artworks for students. There is evidence of this in the Teacher and Student Editions.

32. **VA.4.O.3.1:** Apply meaning and relevance to document self or others visually in artwork.

**Remarks/Examples:**

e.g., personal ideas, observations

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

Justification:

Portraits are a good way to show documentation of self and there are many images that can be used to achieve mastery for this standard in the 4th grade eBook. Observations and personal ideas are encouraged throughout the lessons and Units of study.

33. **VA.4.S.1.1:** Manipulate tools and materials to achieve diverse effects in personal works of art.

**Remarks/Examples:**

e.g., charcoal, colored pencil, block printing: reduction, stencil

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

Justification:

All the Units of study have a variety of materials used to create art and show many sequential images of how to use the materials safely and correctly for a variety of effects.

34. **VA.4.S.1.2:** Explore and use media, technology, and other art resources to express ideas visually.

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

Justification:

This eBook class set has such a wide variety of art resources to use: Scholastic Magazine is a wonderful resource and is part of the purchase price for a year. The access to 30,000 images is convenient/saves time searching the web and the ability to create ePortfolios and share lessons with other art educators is priceless.

35. **VA.4.S.1.3:** Create artworks that integrate ideas from culture or history.

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

Justification:

The historical connections are age appropriate and relevant to the 4th grade curriculum.

36. **VA.4.S.1.4:** Use accurate art vocabulary to discuss works of art and the creative process.

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

Justification:

There is a vocabulary list highlighted in each lesson and there is a picture glossary at the end of the eBook. The art vocabulary used matches the lessons and learning goals.

37. **VA.4.S.2.1:** Organize the structural elements of art to achieve an artistic objective.

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

Justification:

There are many lessons that meet this standard throughout the entire 6 Units. They cover an in-depth study of the structural elements of art in order to achieve an artistic objective, samples are on pages 8-11 and continue through 158-161. These are the same for the Teacher and Student Editions.

38. **VA.4.S.2.2:** Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

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

Justification:

This standard means a student can take previous knowledge and apply it to make a new piece of artwork which produces an end product in a timely manner. The eBook provides many examples and images to guide students to the mastery of this standard.

39. **VA.4.S.3.1:** Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

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

Justification:

The 4th grade FL VA description of the course is exactly this standard. The eBook provides a sequential, age appropriate application on how to use various tools, techniques and processes needed to achieve a variety of results in 2 and 3-D artwork.

40. **VA.4.S.3.2:** Plan and produce art through ongoing practice of skills and techniques.

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

Justification:

Through theme based units of study in this eBook series students will naturally practice their ongoing skills and techniques throughout the 4th grade visual art curriculum.

41. **VA.4.S.3.3:** Follow procedures for using tools, media, techniques, and processes safely and responsibly.

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

Justification:

There is a safety reference in the procedural pages. These are referenced in the Teacher Edition. Safety of material use in the art room is key to a successful program. Images show how to use tools safely throughout each lesson.

42. **VA.4.S.3.4:** Discuss the importance of copyright law in regard to the creation and production of art.

#### Remarks/Examples:

e.g., plagiarism, appropriation from the Internet and other sources

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

Justification:

This is only referenced in the Teacher Edition, R19. This is an issue many schools are dealing with and more emphasis needs to be made in all areas of the curriculum on how to use multi-media with students and how to direct them to use information from social/educational media responsibly. This is going to continue to be a 21st century issue for our young children.

43. **LAFS.4.W.1.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

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

Justification:

The use of art vocabulary and domain specific vocabulary to explain is clear and concise throughout the Units of study. Each lesson provides for reflection and related concluding statements.

If you have questions contact Office of Instructional Materials, [imstaff@fldoe.org](mailto:imstaff@fldoe.org) or 850-245-0425

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