



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: I feel that the EBOOK student edition and the Teacher's Resource Book are written extremely well. The information is sequential and provide the students with a clear understanding of the concepts. In particular, I liked the Studio Exploration page that included a Language Arts component of using a portfolio for a written reflection as well as the Revise Step in the Studio portion. In the Teacher's Resource book, I loved every aspect. The cross-discipline references, the clearly stated objectives and standards, graphic organizers used for group or independent work, the differentiation for Advanced students and special needs, key vocabulary words to incorporate into a visual word wall, as well the tips in assessing the set up and/or highlighting safety issues in the art studio. My ONLY two negative in the books is the use of evaluate instead of Judgment in the 4 steps of art criticism and an example of what an art critic would "look" like for the students.

Notation: Title 1 schools and Renaissance would have a difficult time purchasing a class set whether online or tangible. Often these schools have limited funds for the ARTS (even my above average income based school would have a difficult time purchasing a class set or online version due to the limited computer space and scheduling with other academic classes such as language Arts and Social Studies). Computers are limited in lower income based schools and often, districts do not feel that the ARTS are worth using their district funds. Hence, they want to use those funds for the core academics rather than an elective/special class. Sad really!

Material for Review

Course: Art – Intermediate 3 (5001060)

Title: Explorations in Art Grade 5 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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- 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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- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.
- 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:

When reviewing the standards/benchmarks created by the state for 5th grade, the content aligns VERY WELL with the Enduring Understandings, Key Learnings, NGSSS, and other Standards for Florida. For example, On page 24 of the 5th EBook a connections box is included for a cross-discipline connection to Social Studies. This box provides the art teacher to connect his/her learning in the studio to social studies, thus, "creating a bridge of learning" for the students.

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 EBOOKS provide a smooth transition from subject matter into each medium, technique, and styles of art. For NGSSS VA.5.C.1.1, VA.5.C.2.2, VA.5.C.3.1 and VA.5.C.3.3, this curriculum does a good job relating the accurate vocabulary, compares the purpose of the structural elements of art and organizational principles of design through the pages.

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:

The EBOOK for 5th Grade teachers does an excellent job of providing teachers with resources to be used in his/her studio. The Vocabulary box for each unit could be used to create a Word Wall in the studio to help the visual learner. A kinetic student could be called upon to move vocabulary strips to align with the Essential Questions or target learning for the day. The listing of National Standards is another great addition as well as the written objectives to be used to drive the lesson's unit goals.

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:

The use of the EBOOK, Teacher's Edition, and Visuals provide all types of learners a path to master the state standards on the 5th grade level. The addition of the variations/extensions is a powerful tool to help differentiate between high, middle, and low students.

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:

By providing a Studio Exploration (ex. pg. 139), students can follow sequential steps for completing each key learning. I particularly liked the use of the REVISE step on these pages. The Revise Step matches VA.5.C.2.1, VA.5.C.2.2 and VA.5.C.2.3 as well as LAFS.5.SL.1.1 and many other Language Arts standards by adding Art Criticism Box for reflect.

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 addition of Variations/Extensions provides the teacher and students with differentiate into "spin-offs" to the concepts needed to be mastered.

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:

Typically, a 5th grade elementary class is 30 minutes. Several of the lessons would be a couple of weeks to finish (if there were no interruptions for field trips, state testing, holidays, and/or absences whether teacher or student).

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:

Materials provide numerous avenues for the student to develop an understanding of the information about the subject (example pg. 148 Connections between Time and Place incorporation)

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:
clear and understandable language for a 5th grader.

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:

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:

Resources are global and multicultural.

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:

Florida NGSSS uses the Judgment as the 4th step of ART CRITICISM but through the materials, the word EVALUATE is used (on every page entitled Studio Exploration). This could be very confusing to the students.

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 Content14. 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:

Steps of Art Criticism (4th Step) is not used in the classroom/studio. Art Teachers use the word JUDGMENT.

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:

Images and subject that appeals to the grade level and students' interests (ex. p. 136 use of skateboarding reference)

F. Authenticity of Content17. 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:

Could incorporate more student's art work through the various lessons.

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:

I found on numerous pages a in the TEACHER's RESOURCES the addition of other modes of ART...music, drama, etc.

G. Multicultural Representation19. 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 Compassion20. 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:

See above comments

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:

Love the incorporation of Teaching Tips for the studio portion of the units!

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:

Smooth transition...introduces subject matter into each medium, use of techniques, and applied to a style of art. Enjoyed how the EBOOK started with the Who, What, Where, Why, then into the how in most mediums, subject matters, techniques and styles! COOL APPROACH

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:

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:

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:

Wish there was more differentiation for ESE, ELL, and triple treats found in more Title 1 schools through Florida

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:

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:

Materials use images/subject matter that appeals to 5th grade students. For example, the design principle movement can be found on pg. 136 as it relates to the popular skateboard fad currently popular.

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:

Every page throughout the Teacher's Edition has a plethora of connections to other disciplines. In the 5th grade EBOOK, there are several lessons that can relate to the BIG IDEA H: Historical and Global Connections...lacks in the BIG IDEA F

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:

Teacher's Edition lists these very clear for the teacher to use to "drive" his/her lesson. I like the incorporation of the STRANDS/

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:

pg. 183 good incorporation of visual and written text of Safety Procedures...But provides no reflection to ensure the students understand these precautions.

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:

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:

sample assessments were provide but little informal assessments (Ticket out he Door examples used to tackle misconceptions for the upcoming day to ensure that all students understand the Essential Question

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:

Layout is well develop for a "seasoned teacher" to a beginner teacher.

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:

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:

Good use of graphic organizers (like on page 32 in Teacher's edition)

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:

see comment above

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:

Includes adaptive strategies for special needs for all lessons in Teacher's Edition

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. **LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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:
not viewing a lot of groups, cooperative projects through the book

2. **LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

Justification:
easy to understand and read material. Enjoy the Reading Connections with book suggestions

3. **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:
hard to find accommodations for ELL within Teacher's edition and/or resources through EBOOK

4. **LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

Justification:
several suggestions for compare/contrast, extensions to the lesson and DI for advance activities and physically challenged students

5. **LAFS.5.RL.3.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

Justification:
had a hard time finding examples within the text. BIG BOOKS had a few.

6. **LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

Justification:
Supplies reflection questions, next step for upcoming projects, Vocabulary and content review

7. **LAFS.5.SL.1.2:** Summarize a written 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:

8. **LAFS.5.SL.1.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

9. **VA.5.C.1.1:** Develop a range of interests in the art-making process to influence personal decision-making.

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

If the teacher ONLY follows the book's curriculum in the Studio Exploration, the students' project will not have any intrinsic input

10. **VA.5.C.1.2:** Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

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

Do not like the use of EVALUATE instead of Judgment as a Florida teacher, I NEVER use that word as the last step.

11. **VA.5.C.1.3:** Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

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

Provides various resources and images to provide a variety of works..use of BIG BOOKS, technology resources, presentation of the artist's BIO

12. **VA.5.C.2.1:** Revise artwork as a necessary part of the creative process to achieve an artistic goal.

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

noted on the Studio Exploration...Revise step!

13. **VA.5.C.2.2:** Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.

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

Found within all chapters after each art element and/or design principles are introduced

14. **VA.5.C.2.3:** Apply established criteria to the art-making process to measure artistic growth.

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:

On Reference pg. R22 provides a general rubric and suggests ways to involve students in the assessment process (DI for Advanced students)

15. **VA.5.C.2.4:** Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.

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

in the books I could not find any examples of criticism and/or how to use them

16. **VA.5.C.3.1:** Use the structural elements of art and organizational principles of design when engaged in art criticism.

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

in the books I could not find any examples of criticism and/or how to use them...no examples of art elements or design principles incorporated with art criticism

17. **VA.5.C.3.2:** Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.

Remarks/Examples:

e.g., inference from color, line, shape, form

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

there is NO mention of what a utilitarian object is in the glossary or within the pages. I could not find the word HYPOTHESIS within

the pages as well.

18. **VA.5.C.3.3:** Critique works of art to understand the content and make connections with other content areas.

Remarks/Examples:

e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology

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

Justification:

the Teacher's edition definitely has connections to other content areas... these are listed within the teacher's resources. I like how they have different content areas for each unit/lesson

19. **VA.5.F.1.1::** Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.

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

Justification:

Offers use of technology in Teacher Edition resource I see no BYOD for independent student's inquiry

20. **VA.5.F.1.2:** Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.

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

Justification:

Offers DI for teacher's edition, but all the projects within the student's version only supplies one end result/project for each concept. So if a teacher is ONLY using the book to guide instruction...all students will be producing the same end result...BORING for 5th graders

21. **VA.5.F.2.1:** Describe the knowledge and skills necessary for art-making and art-related careers.

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

Justification:

provides knowledge within the lesson by highlighting key words, supplies a glossary of terms, photos of art elements/design principles...and offers careers associated with various artistic techniques

22. **VA.5.F.2.2:** Explore careers in which artworks and utilitarian designs are created.

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

Justification:

Only mentions Andy Warhol and his use of utilitarian POP ART detergent ONCE in the student's edition...again never mentions UTILITARIAN at all in this EBOOK.

23. **VA.5.F.2.3:** Discuss contributions that artists make to society.

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

Justification:

Opening chapter...What is Art? flows into Why People create Art into Artwork form people in all parts of the world...Also on page 38, Art Comes from Art...briefly mentions Artists with examples

24. **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:

Opening chapter...What is Art? flows into Why People create Art into Artwork form people in all parts of the world

25. **VA.5.F.3.1:** Create artwork to promote public awareness of community and/or global concerns.

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

Justification:

In teacher's edition, on page R28 Teaching Art w/ Global Perspective but no reference in student's edition

26. **VA.5.F.3.2:** Create artwork that shows procedural and analytical thinking to communicate ideas.

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

Justification:

Offers on Studio Exploration in the Art Criticism portion...introduces steps/sequence

27. **VA.5.F.3.3:** Work collaboratively with others to complete a task in art and show leadership skills.

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

Justification:

found no evidence in Student Edition for collaboration..teacher's edition had evidence

28. **VA.5.F.3.4:** Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.

Remarks/Examples:

e.g., reasonable timeframe established by teacher, adjusted as needed

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

Justification:

not a lot of information on time-management

29. **VA.5.H.1.1:** Examine historical and cultural influences that inspire artists and their work.

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

Justification:

Throughout both the Teacher's and student edition, numerous historical and cultural influences

30. **VA.5.H.1.2:** Use suitable behavior as a member of an art audience.

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

Justification:

no evidence found on etiquette

31. **VA.5.H.1.3:** Identify and describe the importance a selected group or culture places on specific works of art.

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

Justification:

Only in teacher's edition for some lessons/units

32. **VA.5.H.1.4:** Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.

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

Justification:

found no evidence

33. **VA.5.H.2.1:** Compare works of art on the basis of style, culture, or artist across time to identify visual differences.

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

Justification:

found evidence in Teacher's edition for compare and contrast graphic organizers as well as on selected pages in Student's EBOOK that depicts various examples of styles in different mediums

34. **VA.5.H.2.2:** Describe the ways in which artworks and utilitarian objects impact everyday life.

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

Justification:

no evidence found

35. **VA.5.H.2.3:** Discuss artworks found in public venues to identify the significance of the work within the community.

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

Justification:

On page 16-19 in the student edition, pages talk about Sculptures of People in Public Places (Abraham Lincoln) but not really focusing on the impact of the sculptures relating it to armatures and sculptures. Talks about careers and heroes not the definition of public art, why artist create public art and its significance to the world around the sculpture

36. **VA.5.H.3.1:** Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

Remarks/Examples:

e.g., identify facts, ideas, solutions

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

Justification:

Teacher's edition has provide "sidebars" and/or extensions into non-art areas...but no evidence found in student's edition

37. **VA.5.O.1.1:** Use structural elements of art and organizational principles of design to develop content in artwork.

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

Justification:

evidence found within all resources

38. **VA.5.O.1.2:** Organize the structural elements of art to achieve visual unity.

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

Justification:

Found/discussed in 3 pages of teacher's edition...but only definition is provided in students

39. **VA.5.O.1.3:** Explain how creative and technical ability is used to produce a work of art.

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

Justification:

personally: teacher cannot grade creative in a child's artwork...technical ability can be measured. In teacher's edition there are DI approaches to lead advanced learner further into their ability

40. **VA.5.O.2.1:** Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.

Remarks/Examples:

e.g., knowledge, empathy, technique, artistic choices, symbolic choices

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

Justification:

books provide a little analyze to artwork based on symbolism...teacher's edition provides extension to people and events...but teacher would have to "dig deeper" into these concepts (depends on time allotment)

41. **VA.5.O.2.2:** Use a variety of sources for ideas to resolve challenges in creating original works.

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

Justification:

Teacher's resource book has a section entitled, "Engage and Explore the images" that provides ideas for students. within some of the lesson in the student's book, the authors have provided a Sketchbook Connection for students to apply their new knowledge into a different product

42. **VA.5.O.3.1:** Create meaningful and unique works of art to effectively communicate and document a personal voice.

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

Justification:

some lesson apply a Sketchbook Connection and Portfolio Tip for the student to document personal voice

43. **VA.5.S.1.1:** Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.

Remarks/Examples:

e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture

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

Justification:

evidence found in each lesson for each chapter...EXCELLENT!

44. **VA.5.S.1.2:** Use media, technology, and other resources to inspire personal art-making decisions.

Remarks/Examples:

e.g., books, magazines, Internet, cameras, art visuals

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

Justification:

In teacher's resources provides extensions in all of these areas...excellent use of this standard

45. **VA.5.S.1.3:** Create artworks to depict personal, cultural, and/or historical themes.

Remarks/Examples:

e.g., woven mats, clay dolls, quilts

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

Justification:

paper dolls pg. 18 Pinch Pot Portraits p. 10 Yarn Art p. 46 Junk Art sculptures p. 70 and Quilts A tradition entire lesson p.42

46. **VA.5.S.1.4:** Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

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

Justification:

Found on the Studio Expectation pages..and at the start of each unit/lessons

47. **VA.5.S.2.1:** Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.

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

Justification:

Evidence found within the pages of the unit and with teacher posed questions (from the Teacher resource book)

48. **VA.5.S.2.2:** Identify sequential procedures to engage in art production.

Remarks/Examples:

e.g., safety procedures, media processes, organizational procedures

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

Justification:

found in the Teacher's edition pages (for example on pg. 57) Safety tips for teachers during unit, donated p.182-183 in student book with visuals

49. **VA.5.S.2.3:** Visualize the end product to justify artistic choices of tools, techniques, and processes.

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

Justification:

Art criticism is found in each chapter and on every Studio/Exploration page. Reflections are peer to peer

50. **VA.5.S.3.1:** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

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

Justification:

Provides safety tips for tools, strategies for techniques and Step by Step sequencing of studio. Teacher's resource book provides tips for safety to achieve positive results

51. **VA.5.S.3.2:** Use craftsmanship and technical ability in personal works to show refinement of skills over time.

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

Justification:

see above comments related to craftsmanship, tips, reflections and skills

52. **VA.5.S.3.3:** Use tools, media, techniques, and processes in a safe and responsible manner.

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

Justification:

found on some of the Teacher's edition pages (for example on pg. 57) Safety tips for teachers during unit

53. **VA.5.S.3.4:** Use ethical standards, including copyright laws, when producing works of art.

Remarks/Examples:

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

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

Justification:

could not find any information in any of resources

54. **LAFS.5.W.1.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

Justification:

Each chapter contains specific language that relates to the vocabulary of art. Language Arts connection is provide in the Teacher's resource book. Portfolio connection allows students to write a written reflection. Several graphic organizer to help organize thoughts

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