



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: The highly engaging delivery method will be a wonderful tool for teachers utilizing technology in their instructional delivery. The user-friendly method of finding lessons targeting specific benchmarks will be very beneficial to teachers in schools or districts with mandated curriculum maps that may not match the scope and sequence outlined in Quaver's modules.

Notation: The highly engaging delivery method will be a wonderful tool for teachers utilizing technology in their instructional delivery. The user-friendly method of finding lessons targeting specific benchmarks will be very beneficial to teachers in schools or districts with mandated curriculum maps that may not match the scope and sequence outlined in Quaver's modules.

Material for Review

Course: Music – Grade 2 (5013080)

Title: Quaver's General Music Florida Curriculum - Grade 2 , 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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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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- 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 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:

Not only does it align, but it is easy to navigate to specific benchmarks. Teachers can follow the lesson plans as outlined by Quaver or use specific components by searching for resources related to specific benchmarks and integrate the materials with other materials selected by teachers.

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:

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:

There is a great amount of flexibility built in. I love that teachers can use the Quaver materials as a stand-alone resource or integrated with other resources.

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:

Everything is very age-appropriate.

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:

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:

There may be more content than what could be taught in a typical 45-minute class. But better to have too much than not enough. Teachers can pick and choose what they would like to utilize in a 45-minute lesson.

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:

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 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:

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:

There might be a little too much marketing and branding within the materials. Students would definitely be familiar with the Quaver name.

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:

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:
Students will love the interactive and engaging components.

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:

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:

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:

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:
I want this for my classroom!

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:

Even down to the student praise certificates - everything is packaged. All a teacher will need to do is run copies. So great.

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:

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 narratives are engaging and delivered at age-appropriate levels in kid-friendly language, yet all grade-level vocabulary is still included.

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:

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:

Engagement and praise is prevalent throughout.

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:

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:

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 curriculum is great for teacher presentations. But I didn't see much in the way of independent learning options for students.

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:

Lots of movement.

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:
Filled with best practices!

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 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:

The assessments might be a tad long. But teachers could modify to shorten, if they wish. Better to have too much than not enough.

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:

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:

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.2.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 2 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:

2. **TH.2.C.1.1:** Describe a character in a story and tell why the character is important to the story.

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

Justification:

I don't see this benchmark listed in the cross curricular connections. Perhaps a mistake? I didn't want to mark less than good alignment because I didn't want to see the adoption not be approved for this.

3. **DA.2.O.3.1:** Use movement to interpret feelings, stories, pictures, and songs.

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

Justification:

I don't see this benchmark listed in the cross curricular connections. Perhaps a mistake? I didn't want to mark less than good alignment because I didn't want to see the adoption not be approved for this.

4. **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:

I don't see this benchmark listed in the cross curricular connections. Perhaps a mistake? I didn't want to mark less than good alignment because I didn't want to see the adoption not be approved for this.

5. **MU.2.C.1.1:** Identify appropriate listening skills for learning about musical examples selected by the teacher.

Remarks/Examples:

e.g., listen for form, voices/instruments; organize thoughts using listening maps, active listening, checklists

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

Justification:

6. **MU.2.C.1.2:** Respond to a piece of music and discuss individual interpretations.

Remarks/Examples:

e.g., move, write, draw, describe, gesture

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

Justification:

7. **MU.2.C.1.3:** Classify unpitched instruments into metals, membranes, shakers, and wooden categories.

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

Justification:

8. **MU.2.C.1.4:** Identify child, adult male, and adult female voices by timbre.

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

Justification:

The lessons identified as addressing this benchmark did not really teach/assess timbre of the male/female/child voices.

9. **MU.2.C.2.1:** Identify strengths and needs in classroom performances of familiar songs.

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

Justification:

The lessons identified as addressing this benchmark did not really ask students to assess their own performances and/or those of their classmates. A teacher could easily ask students to assess performances of familiar songs using the songs in the lessons identified as meeting this benchmark. But Quaver did not specifically instruct teachers to do that within the lesson plans.

10. **MU.2.C.3.1:** Discuss why musical characteristics are important when forming and discussing opinions about music.

Remarks/Examples:

e.g., tempo, rhythm, dynamics, instrumentation

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

Justification:

There is some evidence of this within the lesson plans. But it is limited. Teachers would have to enhance the provided lessons to truly meet this benchmark.

11. **MU.2.S.1.1:** Improvise short phrases in response to a given musical question.

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

12. **MU.2.S.1.2:** Create simple ostinati to accompany songs or poems

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

13. **MU.2.S.2.1:** Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.

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

14. **MU.2.S.3.1:** Sing songs in an appropriate range, using head voice and maintaining pitch.

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

15. **MU.2.S.3.2:** Play simple melodies and/or accompaniments on classroom instruments.

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

16. **MU.2.S.3.3:** Sing simple la-sol-mi-do patterns at sight.

Remarks/Examples:

e.g., reading from hand signs and/or iconic or traditional representations

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

17. **MU.2.S.3.4:** Compare aural melodic patterns with written patterns to determine whether they are the same or different.

Remarks/Examples:

e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes

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

18. **MU.2.S.3.5:** Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.

Remarks/Examples:

e.g., draw, body/hand signs, manipulatives, la-sol-mi

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

19. **MU.2.O.1.1:** Identify basic elements of music in a song or instrumental excerpt.

Remarks/Examples:

e.g., melody, rhythm, pitch, form

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

20. **MU.2.O.1.2:** Identify the form of a simple piece of music.

Remarks/Examples:

e.g., AB, ABA, call-and-response

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

21. **MU.2.O.3.1:** Describe changes in tempo and dynamics within a musical work.

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

22. **MU.2.H.1.1:** Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.

Remarks/Examples:

e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato

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

23. **MU.2.H.1.2:** Identify the primary differences between composed and folk music.

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

24. **MU.2.H.2.1:** Discuss how music is used for celebrations in American and other cultures.

Remarks/Examples:

e.g., birthdays, New Year, national and religious holidays

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

25. **MU.2.H.3.1:** Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.

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

26. **MU.2.F.1.1:** Create a musical performance that brings a story or poem to life.

Remarks/Examples:

e.g., sound carpets, original stories and poems, literary works

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

27. **MU.2.F.2.1:** Describe how people participate in music.

Remarks/Examples:

e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and radio commercials

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

28. **MU.2.F.3.1:** Collaborate with others in a music presentation and discuss what was successful and what could be improved.

Remarks/Examples:

e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups

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

There is evidence of developing collaborative presentations. But I don't see much in the way of self-evaluations. This is something a teacher could easily add, though.

29. **HE.2.B.5.3:** Compare the consequences of not following rules/practices when making healthy and safe decisions.

Remarks/Examples:

Negative emotions, accidents, injuries, and pollution.

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

Justification:

30. **PE.2.R.6.2:** Discuss the relationship between skill competence and enjoyment.

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

Justification:

There are no lessons that specifically target this benchmark or include instructions for the teacher to include this. However, teachers could easily add this discussion at the end of any of the lessons identified as meeting this benchmark.

31. **PE.2.R.6.3:** Identify ways to contribute as a member of a cooperative group.

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

Justification:

There are no lessons that specifically target this benchmark or include instructions for the teacher to include this. However, teachers could easily add this discussion at the end of any of the lessons identified as meeting this benchmark.

32. **LAFS.2.SL.1.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

Justification:

There are no lessons that specifically target this benchmark or include instructions for the teacher to include this. However, teachers could easily add this discussion at the end of any of the lessons identified as meeting this benchmark.

33. **LAFS.2.SL.1.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

Justification:

There are no lessons that specifically target this benchmark or include instructions for the teacher to include this. However, teachers could easily add this discussion at the end of any of the lessons identified as meeting this benchmark.

34. **PE.2.M.1.9:** Perform one folk or line dance accurately.

Remarks/Examples:

An example of a line dance is the Electric Slide.

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

Justification:

35. **LAFS.2.RI.1.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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

Justification:

There are no lessons that specifically target this benchmark or include instructions for the teacher to include this. However, teachers could easily add this discussion at the end of any of the lessons identified as meeting this benchmark.

36. **PE.2.C.2.2:** Identify safety rules and procedures for selected physical activities.

Remarks/Examples:

An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.

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

Justification:

There are no lessons that specifically target this benchmark or include instructions for the teacher to include this. However, teachers could easily add this discussion at the end of any of the lessons identified as meeting this benchmark.

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

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