



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** This submission has content that is informative and interactive to enhance the teaching experience of the music educator and the overall learning experience of the music student. It compliments the other grade levels in this series quite nicely.

**Notation:** Interactive Music powered by Silver Burdett provides a comprehensive music experience through engaging lessons, videos, songs, and activities that spiral from one grade level to the next. Interactive Music taps into the needs of all learners, whether they are kinesthetic, audibly, and/or visually driven.

### Material for Review

**Course:** Music – Grade 1 (5013070)

**Title:** Online Learning Exchange® Interactive Music powered by Silver Burdett™ with Alfred Grade 1 Package with 5-year License ,  
Edition: 2nd

**Copyright:** 2016

**Author:** Brinckmeyer, Lynn M., Burns, Amy M., et al.

**Grade Level:** K - 5

### Content

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

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

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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:

Aligns nicely with the state's standards and benchmarks for 1st Grade Music. Learning outcomes are on target for these grade level standards.

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

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

Justification:

Content aligns to the correct skill level of 1st Grade music standards and benchmarks.

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

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

Justification:

Materials are easily adaptable and useful for classroom instruction, comparing nicely to the 4th Grade materials viewed at an earlier date.

**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:

Materials provide sufficient through varied modes of instruction and learning so that maximum understanding can occur on specific topics. Very versatile.

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:

Complexity and difficulty level matches the standards nicely.

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:

Same as above, meeting the needs of student abilities and grade level.

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:

Matches nicely, as lessons an supporting resources are very versatile and can be compacted into small periods of instruction or used for within a greatly unit of design.

**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:

Supporting materials reflect expert information and are on target for given/specific topics.

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:

Both sources contribute quite nicely to the content presented in the materials.

**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:

There are a few typos that need to be addressed. Found within the teacher lesson documents. Mostly grammatical as opposed to spelling.

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:

Aligns nicely; free of bias and contradictions.

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:  
Aligns very nicely

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:  
Aligns very nicely.

**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:  
Aligns very nicely, using a good deal of multicultural information, recent videos, and technological approaches.

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:  
Aligns very nicely.

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:  
Aligns very nicely, reaching all learners through audible, visual, and kinesthetic means.

**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:  
Great alignment.

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:  
Great alignment.

**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:  
Aligns well.

**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:  
Aligns well.

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:  
Excellent alignment.

## 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:

Nicely aligned, using varied approaches.

**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:

Nicely aligned, and spirals with the 4th Grade level, which was looked at during a previous date.

**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:

Excellent; very sequential while versatile for the teacher and his/her needs.

**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:

Excellent resources.

**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:

Excellent allows for chunking, while providing a venue for students to excel at a faster speed, if need be.

**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:

Excellent. Stores topics in a variety of areas to allow for easy access.

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:

Well done and aligns with subsequent interactive instructional materials at older grade levels.

## 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:

Nice alignment, as it uses varied resources, learning activities and technological hooks that should maintain learner interest.

**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:

Aligns nicely, as topics are well defined in lessons and broken down into chunks.

**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:

Generally good, as assessments are built in to aid both teacher and student throughout the learning process.

**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:

Nicely aligned as it encourages independence in its activities as they pertain to responding to, performing, and creating.

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:

Nicely aligned, as it addresses the needs of kinesthetic, audible, and visual learner.

**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:

Addresses the physical and mental activities of students during the learning process nicely.

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:

Activities that are logical extensions are aligned nicely.

**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:

strategies are aligned well for the successful teaching and acquiring the desired learning outcomes.

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:  
Aligns well.

**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:  
Generally good considering the assessments that are presented and illustrated in specific topics/lessons.

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:  
Aligns pretty well.

**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:  
The interactive design of this submission provides ample strategies, materials, and activities that consider the needs of kinesthetic, visual, and audible learners/students.

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:  
Aligns nicely.

## 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.1.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 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:

Aligns well with lessons and Socratic Method of questioning within lessons.

2. **LAFS.1.SL.1.2:** Ask and answer questions about key details in 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:

Aligns well with lessons and the Socratic Method of questioning within lessons.

3. **LAFS.1.SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

Justification:

Aligns nicely with lesson/videos and the Socratic Method of questioning within teacher lessons.

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:

Aligns well.

5. **DA.1.S.3.4:** Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.

**Remarks/Examples:**

e.g., verbalized rhythm transferred to the feet

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

Justification:

Presented well in activities and music selections.

6. **DA.1.O.3.1:** Create movement phrases to express a feeling, idea, or story.

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

Justification:

Presented well within teacher lesson/Socratic Method and songs.

7. **TH.1.S.1.3:** Explain personal preferences related to a performance.

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

Justification:

Presented well within teacher lessons/Socratic Method.

8. **MU.1.C.1.1:** Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.

**Remarks/Examples:**

e.g., beat, rhythm, phrasing, dynamics, tempo

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

Justification:

Well done with all resources/instructional materials.

9. **MU.1.C.1.2:** Respond to music from various sound sources to show awareness of differences in musical ideas.

**Remarks/Examples:**

e.g., moods, images

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

Justification:

Well done.

10. **MU.1.C.1.3:** Classify instruments into pitched and unpitched percussion families.

**Remarks/Examples:**

e.g., xylophone, glockenspiel, woodblock, tambourine

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

Justification:

Addressed well within instrument/performing/creating sub-categories.

11. **MU.1.C.1.4:** Differentiate between music performed by one singer and music performed by a group of singers.

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

Justification:

Well done with varies and multiple listening examples and songs

12. **MU.1.C.2.1:** Identify the similarities and differences between two performances of a familiar song.

**Remarks/Examples:**

e.g., tempo, lyrics/no lyrics, style

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

Justification:

Generally good with listening examples and songs.

13. **MU.1.C.3.1:** Share different thoughts or feelings people have about selected pieces of music.

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

Justification:

Good use of Socratic Method in specific teacher lessons.

14. **MU.1.S.1.1:** Improvise a four-beat response to a musical question sung or played by someone else.

**Remarks/Examples:**

e.g., melodic, rhythmic

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

Justification:

Generally well done within improvisation sub-category. Could have expanded upon improvisation aspect a bit more.

15. **MU.1.S.1.2:** Create short melodic and rhythmic patterns based on teacher-established guidelines.

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

Justification:

Generally well done.

16. **MU.1.S.2.1:** Sing or play songs, which may include changes in verses or repeats, from memory.

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

Justification:

Aligns well with various and numerous examples through listening and songs.

17. **MU.1.S.3.1:** Sing simple songs in a group, using head voice and maintaining pitch.

**Remarks/Examples:**

e.g., folk songs, finger-plays, call-and-response, echo songs

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

Justification:

Aligns well with various and numerous examples through listening and songs.

18. **MU.1.S.3.2:** Play three- to five-note melodies and/or accompaniments on classroom instruments.

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

Justification:

Generally good with ample opportunities to do so through song selections, creations and improvisation sections.

19. **MU.1.S.3.3:** Sing simple la-sol-mi patterns at sight.

**Remarks/Examples:**

e.g., reading from hand signs or iconic representations

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

Justification:

Nicely aligned with numerous opportunities throughout the program.

20. **MU.1.S.3.4:** Match simple aural rhythm patterns in duple meter with written patterns.

**Remarks/Examples:**

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



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

Justification:  
Nicely aligned.

21. **MU.1.S.3.5:** Show visual representation of simple melodic patterns performed by the teacher or a peer.

**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:  
Nicely aligned with numerous activities through listening, songs, creations, and improvisation.

22. **MU.1.O.1.1:** Respond to contrasts in music as a foundation for understanding structure.

**Remarks/Examples:**

e.g., high/low, fast/slow, long/short, phrases

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

Justification:  
Nicely addressed throughout with numerous songs, listening samples and activities.

23. **MU.1.O.1.2:** Identify patterns of a simple, four-measure song or speech piece.

**Remarks/Examples:**

e.g., AABA, ABCA, ABAC

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

Justification:  
Generally well done, illustrating a variety of forms that are common to the grade level.

24. **MU.1.O.3.1:** Respond to changes in tempo and/or dynamics within musical examples.

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

Justification:  
Generally good through activities and songs provided.

25. **MU.1.H.1.1:** Perform simple songs, dances, and musical games from a variety of cultures.

**Remarks/Examples:**

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

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

Justification:  
Nice selections of songs to address this standard well.

26. **HE.1.B.5.3:** Explain the consequences of not following rules/practices when making healthy and safe decisions.

**Remarks/Examples:**

Tooth decay and environmental damage.

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

Justification:  
generally well done. Could have been addressed in greater detail throughout.

27. **MU.1.H.1.2:** Explain the work of a composer.

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

Justification:  
generally well done.

28. **MU.1.H.2.1:** Identify and perform folk music used to remember and honor America and its cultural heritage.

**Remarks/Examples:**

e.g., "This Land is Your Land," "Short'nin' Bread," "America"

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

Justification:  
Generally well done with the selections provided.

29. **MU.1.H.3.1:** Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.

**Remarks/Examples:**

e.g., rhyming words, vowel sounds, characters, setting, mood

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

Justification:

Generally well done.

30. **MU.1.F.1.1:** Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.

**Remarks/Examples:**

e.g., staccato/legato, phrasing, melodic direction, steady beat, rhythm; props: use scarves, ribbon sticks, fabric shapes

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

Justification:

Generally well done.

31. **MU.1.F.2.1:** Describe how he or she likes to participate in music.

**Remarks/Examples:**

e.g., sing with a family member or friend, make up songs, tap rhythms, play a musical instrument

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

Justification:

Generally good alignment.

32. **MU.1.F.3.1:** Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

**Remarks/Examples:**

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

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

Justification:

Okay alignment; addressed a bit.

33. **LAFS.1.RL.2.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

Justification:

Generally good alignment.

34. **PE.1.C.2.1:** Identify the critical elements of locomotor skills.

**Remarks/Examples:**

Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.

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

Justification:

Nice alignment with ample activities laid out to incorporate movement within a selections.

35. **PE.1.C.2.2:** Identify safety rules and procedures for teacher-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:

Addressed fairly well within the "nice to know" standard, as this one represents.

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

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