



INSTRUCTIONAL MATERIALS ADMINISTRATOR

Welcome Cathy Seeds!

Home

Change Password

Log-out

Recommendation

Yes

Comments: I found this to be a wonderful tool for music education and would love to see it incorporated across the state. The curriculum is very interactive and I think Kindergarten students would love using this material.

Notation: Outstanding educational material with a tremendous variety of instructional tools to provide a well-rounded music education experience for the student. This text would also be well-suited for 1st grade instruction as well giving added value to use on two grade levels.

Material for Review

Course: Music – Grade Kindergarten (5013060)

Title: Spotlight on Music, Grade K , Edition: 1

Copyright: 2016

Author: Bond 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.

To answer each item, select the appropriate rating.

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.

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.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- 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:

Very thorough coverage of the Florida 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:

Very good adaptation to the kindergarten learner

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:

I love the variety of instruction. I can see the teacher having great flexibility in how they use the materials

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 comprehension level of the kindergarten student is very basic and the materials are simple enough to understand and comprehend.

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:

The material addresses the standards very well.

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 material is very much on the comprehension level of a kindergarten student.

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

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

Justification:

The average elementary teacher, if they're lucky, will see each class once a week, 36 times a year. There are 48 basic lessons (6 units, 8 lessons). Most teachers will not cover the entire book considering they also have to prepare for holiday concerts and spring programs as well. That doesn't minimize the significance of the instruction though.

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:

Great sources for folk songs and cultural information

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:

I loved the background cultural information on folk songs and composers.

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:

Did not notice any errors.

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

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

Justification:

Did not notice any such content.

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:

Great representation of the elementary music classroom environment.

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:

Did not notice any errors.

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:

very accurate and current

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:

Very age-appropriate

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

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

Justification:

Very relevant instruction to the kindergarten learner

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:

Many situations are included and referred to that would be "significant" life events for a kindergarten learner

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:

Not a significant amount of interdisciplinary instruction but certainly an acceptable amount for the purpose. Would not suggest using more.

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:

Very well represented on all areas

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:

All material is acceptable

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:

An outstanding instructional tool.

Presentation

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.

To answer each item, select the appropriate rating.

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.

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.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- 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. 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:

Tremendous instructional tool that gives the teacher everything they need and more. There are many things included I would not use, but that's fine because each teacher can use the material to their liking.

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:

Very good structure to the outline of the course

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:

Nice flow of material and structure

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:

Material is certainly acceptable. The modern day kindergarten learner is already using iPads/tablets and computer programs so they're already experiencing highly stimulating material. I don't think the visuals match up well with what they're used to seeing but I think it's certainly enough to maintain their interest.

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:

Very acceptable instructional rate with a good amount of material. As an instructor, I tend to move fast so I like having lots of material in one lesson so I don't run out of things to do.

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:

I found the program confusing to maneuver around in the teachers guide. After a while I got the hang of it. I went through the students instructional guide as well for that purpose and it seemed like it would be simple enough to direct the students through if they were using a digital version.

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

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

Justification:

I found the presentation very age-appropriate for the kindergarten learner. I think the content would be great on tablets or desktop/laptop. The visual content would also look great in print copy though obviously not as visually stimulating.

Learning

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.

To answer each item, select the appropriate rating.

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.

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.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- 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. 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:

Great use of interactive song examples. I really like the ability to lower voices or music track as well as changing the key. Lots of options available to motivate kids by providing solo opportunities and removing the vocal tracks.

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:

I thought the material was exceptional at providing a great foundation of musical instruction to a kindergarten student. Having been certified in Kindermusik, I see many of the same principles included in this instruction regarding basic movement to the music, feeling pulse, singing basic melody, keeping rhythms and beat on rhythm instruments as well.

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:

I liked the inclusion of the benchmarks as a pop-up window as well as including the essential question on lessons.

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:

There are good opportunities for the students to manipulate the technology by selecting instrument choices, setting tempo of songs, etc. I don't see the independent learner issue as being primarily essential, but there are enough opportunities for the instructor to witness the child's choices musically.

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:

Definitely good opportunities to customize the instruction for any level of learning abilities

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:

Plenty of opportunities for the student to be physical with their

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:

I like that there are several songs in each lesson to teach the intended objective. Some may be interactive on digital media or they may be physical with movement or dancing.

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:

Definitely high quality materials for instructional use.

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:

Very sound instructional strategies. I didn't see anything that I found inappropriate.

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:

Each lesson had a clear assessment at the end to give a good summative assessment tool to verify that the student had learned the intended objective.

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:

Simple and quick assessment strategies in each lesson. For example, marching out of class to the beat. The instructor can see that they understand what marching is and that they can maintain the steady beat with their feet.

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:

Great variety of instructional tools and materials for students of all learning levels and abilities as well as students of physical and mental disabilities.

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

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

Justification:

I found this to be an exceptional educational tool.

Standards

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.

To answer each item, select the appropriate rating.

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.

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.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- 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.

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

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

Remarks/Examples:

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

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

Justification:

Tremendous variety of music from many different cultures. Great song selections.

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

Remarks/Examples:

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

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

Justification:

Many examples included language and numbers skills. Everything from counting, rhyming words, vocabulary, etc. Lots of poetry included as well and allowing the kids to read the poetry before singing the song. Allows for reading skill development and appreciation for poetry.

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

Remarks/Examples:

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

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

Justification:

I like all the opportunities for students to make physical and emotional responses to the music. Marching, walking, dancing, running, moving arms, feet, etc., all give kids the chance to respond to the music in appropriate fashions.

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

Remarks/Examples:

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

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

Justification:

There is definitely enough material included to cover this benchmark. This is more up to the individual instructor to give the students times to exhibit this behavior. It's should be a part of the classroom culture already established. The material and sources are there to meet this requirement, but it's up to the teacher to make it happen.

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

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

Justification:

Yes, included in the lessons are the moments for a teacher to emphasize the basic words/vocabulary necessary for success in the lesson. Very clear and thoughtful preparation included in the lessons.

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

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

Justification:

Up to the teacher to implement this goal. Certainly enough material to accomplish it

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

Remarks/Examples:

Injury to self and/or others.

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

Justification:

Should be included in class instruction while doing activities which include physical movement

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

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

Justification:

Definitely included in material. I noticed several options for kids to share things with their parents and have the parents add to the instructional experience; such as: sharing folk songs passed down from their parents.

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

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

Justification:

Plenty of opportunity to put slides of poems on the board/screen for kids to read either individually or simultaneously.

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

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

Justification:

Up to the teacher to implement this goal by encouraging the students to keep trying. Not necessarily included in the curriculum but certainly can be taught.

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

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

Justification:

Up to the teacher to implement this goal by encouraging the students to keep trying. Not necessarily included in the curriculum but certainly can be taught.

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

Remarks/Examples:

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

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

Justification:

Definitely included throughout the entire curriculum.

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

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

Justification:

This benchmark can easily be met in the material with correct guidance from the instructor

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

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

Justification:

Plenty of movement usage to interpret and act out story lines in songs.

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

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

Justification:

Can certainly be done with many materials in this curriculum but must be initiated by the instructor

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

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

Justification:

Can be fulfilled with reading of poems/song text in class, asking students to respond to questions showing comprehension of the text.

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

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

Justification:

Up to the teacher to implement this goal by encouraging the students to keep trying. Not necessarily included in the curriculum but certainly can be taught.

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

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

Justification:

Very easily attained as this is done almost daily in music classes anyway, giving students the chance to respond to a performance.

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

Remarks/Examples:

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

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

Justification:

Up to the teacher to implement this goal by encouraging the students to keep trying. Not necessarily included in the curriculum but certainly can be taught.

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

Remarks/Examples:

e.g., steady beat, pulse

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

Justification:

Achieved through multiple exercises utilizing instruments, hands and feet

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

Remarks/Examples:

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

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

Justification:

I liked the exercises that allow the students to click on instruments and hear the melody change to that tone

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

Remarks/Examples:

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

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

Justification:

Many samples of pitched and unpitched instruments are used

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

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

Justification:

Sufficiently covered

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

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

Justification:

Students can manipulate the technology by adjusting things like tempo, volume and key which enables them to make assessments on performance changes

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

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

Justification:

All lessons include opportunity for student response

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

Remarks/Examples:

e.g., melodic, rhythmic

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

Justification:

Improvisation covered through use of auxiliary percussion

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

Remarks/Examples:

e.g., rhymes, chants, poems

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

Justification:
Singing through the entire series

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

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

Justification:
Singing through the entire series. I would have preferred to hear good head voice singing as opposed to "shouting" children using chest voices in several sections. It's very hard to play examples of kids singing and tell your class, "Don't sing like them, sing like I've taught you."

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

Remarks/Examples:

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

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

Justification:
Consistent through series

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

Remarks/Examples:

e.g., la, sol, mi

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

Justification:
Very good progression of basic singing on solfège and simple melodies

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

Remarks/Examples:

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

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

Justification:
Many good examples

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

Remarks/Examples:

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

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

Justification:
Very standard procedure and used frequently

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

Remarks/Examples:

e.g., visually, aurally

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

Justification:
Sufficiently covered

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

Remarks/Examples:

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

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

Justification:
Many songs include movement and interpretation

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

Remarks/Examples:

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

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

Justification:

I loved all the inclusion of cultural music selections

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

[DOE Home](#) | [Commissioner](#) | [Board of Education](#) | [Contact Us](#) | [DOE Paperless](#) | [Open Government](#) | [Site Index](#)

For questions & comments regarding education issues: Commissioner@fldoe.org

| For questions & comments regarding this Web site: [E-mail Webmaster](#)

[Accessibility](#) | [Copyright Florida Department of Education ©2005](#) | [Privacy Statement](#) | [Public Records](#)

Free Downloads: [Acrobat Reader](#) | [Excel Viewer 2003](#) | [Word Viewer 97/2000](#) | [PowerPoint Viewer 2003](#)

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public-records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.