



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: The material presented is appropriate for a second grader and easily understandable as presented. I do not feel this is as strong a candidate for adoption as some of the other bids I have reviewed do to its failure to adequately address subject matter across the curriculum and failure to address some of the standards like those involving the creation of accompaniments to finger plays, stories, and rhymes as an example. The materials were however, presented in a format that allows the teacher to set their own pace according to the needs of his/her students and is not so restricting as to prevent the teacher from supplementing the materials if she/he so desired. I would strongly encourage teachers to review the lessons well in advance as the technology can take some time to learn- that is, the fact that the songs can be adjusted into different keys and tempos; that the vocal and instrumental tracks can be removed independently; that there is an interactive barred instrument activity for some of the lessons, and other interactive tools as well.

Notation: There are no Florida Standards listed. Teachers will need to research the lessons and identify the appropriate standards as well as add additional materials in order to make sure standards are covered.

Material for Review

Course: Music – Grade 2 (5013080)

Title: Spotlight on Music, Grade 2 , Edition: 1

Copyright: 2016

Author: Bond et al

Grade Level: K - 5

Content

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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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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Music, Dance, Theatre, Visual

Art K-12 Specifications Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

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

Justification:

There is no reference to state standards. Lessons are aligned to national standards only.

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 is appropriate for the skill level of the given grade.

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 allow for adaptation by the teacher- that is, allows teacher to set own pace and to add materials if she/he deems it necessary though there are plenty of resources available through the publisher. (orffestrations, resource masters, portfolio projects, listening selections, history lessons, adjustments to the song tracks including pitch and tempo changes).

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 history portions of the materials are not detailed enough. They are very brief and in many cases would require further development by the teacher in order to satisfy the curiosity of the students (posed by the subject matter).

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:

Very good explanations of concepts and at an appropriate level. I did not view anything that appeared to be beyond the comprehension level for this grade.

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:

Materials allow for teacher to set own pace. Materials appear to be enough to cover about 40 minute lesson. Longer lessons may require additional materials or greater amount of time spent during review.

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:

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:

Nice selection of materials from other countries and cultures. Includes Africa, South America, China, Trinidad and Tobago, Antigua, and Japan among others.

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

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

Justification:

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

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

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:

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:
Appropriate for the grade level intended.

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:
Lessons are presented with links to other disciplines such as art, language arts, and science with regularity.

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:

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:

Lessons are well laid out but will require the teacher to spend time before hand mapping out lesson as they are not written verbatim.

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:

Only aligned to national standards. No Florida standards listed.

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:

Basic elements of music are addressed and then reviewed in later lessons.

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:

Lots of listening elements but very little reading required of students.

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:

Pace allows teacher to go at his/her own speed and review items for understanding as needed.

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:

Materials include many interactive tools that allow for learning by all types of students. Example: there are interactive xylophones so that students who can not sit next to a real xylophone due to limited mobility may use the whiteboard instead to play.

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:

Materials are very colorful, interactive, and cover a wide range of skills including play alongs, sing alongs, matching (ex:match the words to their rhythms), and interviews. There are a wide range of songs from many different regions of the world along with pictures of the

instruments and some of the customs and peoples of the regions.

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:

Much of the success of the materials will be dependent on the pacing of the teacher. There is opportunity to lose students if the pace is too slow. The interactive materials are very motivating.

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:

Concepts are covered several times throughout the units.

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:

There are resource masters available to support successful outcomes, as well as orffestrations, pronunciation guides by native speakers, and assessments at the end of each lesson.

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:

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:

There are many interactive tools to assist disabled students as well as ideas for ELL and gifted learners in many of the lessons.

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:

Many opportunities for movement are provided throughout the lessons- dancing and creative 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:

Lessons are set up in a well organized and consistent manner that includes an overview, motivator, development section, application section, and lesson assessment.

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 thorough and consistent layouts provide consistent outcomes.

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:

Assessments at the end of each lesson allow for additional teaching and review opportunities.

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 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:

There are very few applications for the ELL learner. In other words, the ideas expressed for transitioning ELL learners are not effective in my opinion. Ex: translate the titles of two of the songs sung into English. I don't see how that helps the ELL student comprehend the music concepts necessary to be a successful musician.

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:

Overall the materials cover a few big ideas multiple times over the course of a unit. Lessons contain multiple types of learning strategies (interactive technology, sing along, play along, listening) to allow students of diverse backgrounds the ability to comprehend the majority of the material. Pacing is such that the teacher has the ability to review the materials or add materials if need be to ensure learning of concepts.

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:

Subject matter allows students to have in-depth conversations- these may include topics such as diversity in culture, diversity in musical styles, history of people in music careers and instruments from other regions.

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:

No stories in materials viewed.

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:

Many opportunities for dance and movement as it relates to interpretation of musical selections both sung and in listening selections.

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:

There was little in the way of materials to actively engage ELL. The ideas presented were of no use when trying to translate musical concepts to non-english speaking students.

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:

Selections included listening maps, active listening, improvisation, various forms including rondo, listening for beats in patterns of 2 and 3, identifying high and low sounds.

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:

Move, compose, describe, gesture to show dynamics and tempo, describe feelings

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:

Only one lesson on this subject.

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:

Only two lessons on this subject.

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:

Brief reference to breath support and one reference to concert etiquette as it pertains to successful performance.

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:

Many references to rhythms (including paired eighths, quarters, halves, dotted halves, and dotted quarters), tempo, pitch, dynamics, instrumentation, a few regarding tone color.

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:

There are many examples of given ostinati patterns in the orffestrations provided, but few references for improvisation.

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:

A wide range of songs from various sources are available. These include songs from musicals, Disney, celebrations, and multi-cultural songs.

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:

Many opportunities for both rhythmic and melodic play.

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:

More than 10 lessons focusing on these pitch syllables.

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:

melody, pitch, form, rhythm, tone color, dynamics, beats in 2 and 3

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:

Fewer than five examples of form.

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:

Four lessons focused on this subject.

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:

One reference to this subject.

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:

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:

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:

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:
Key ideas would come directly from powerpoint slides about various cultures, history, and interviews.

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:
Success of comprehension would depend on teachers ability to clarify comprehension through questioning. The lessons themselves do not cover this.

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:

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:

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

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