



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Notation:** These materials are especially suited for classrooms with good technology but limited musical instruments.

### 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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- 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:

For most benchmarks, the curriculum aligns well with the state standards. Some benchmarks were not directly addressed in the curriculum and the curriculum left it to the teacher to meet those benchmarks through classroom discussion.

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:

Instrument identification does not match the state standards, and is more closely aligned with the third grade version of that benchmark. Otherwise, most benchmarks are aligned to the correct skill level.

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

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

Justification:

The materials are very adaptable. There are digital resources that are amazing for the music classroom, and resource masters for the classroom that is less technologically equipped.

**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:

The level of detail is very appropriate for second grade.

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 complexity is very well matched to the second grade standards.

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:

For most benchmarks, the complexity of the content is appropriate. For benchmark MU.2.C.1.3, it is too complex and is better suited for third grade.

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 complexity of the content, and the manner in which it is broken down within the lessons, allows for fast pacing but with flexibility if needed.

**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:

The sources in the materials are well known pieces of music for second grade.

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:

The sources, along with their presentation, improve the quality of 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:

no errors seen

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:

No bias was observed.

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:

The songs and musical information is representative of the typical second grade music classroom.

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:  
no mistakes observed

**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:  
The content includes many contemporary musicians and materials.

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:  
The content includes relevant folk songs, contemporary music, and information that will be engaging for the second grade learner.

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:  
The context is very relevant and engaging for a second grade 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:  
The curriculum does a good job of making connections to how people use music in every day life, and students will be able to relate to those connections.

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:  
There are direct and well-integrated cross curricular connections that make this a valuable curriculum.

**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:  
A wide variety of cultural groups are included.

**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:  
no issues in this area

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:  
The curriculum very well covers the appropriate content for second grade music NGSSS.

## 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:

For the majority of the course this is true; there are a few (five or fewer) that will require extra preparation on the part of the teacher.

**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:

All components align with one another except that the lesson plans include correlations with the national standards, but not the NGSSS.

**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:

The materials are consistently organized and the content increases logically in complexity.

**D. Readability of Instructional Materials** 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

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

Justification:

The visuals and interactive tools are amazing and would be a huge benefit to any classroom.

**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:

The content is broken down into appropriate segments and each lesson has an appropriate amount of material.

**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:

The interactive tools, as well as the specific content accommodations provided for the teacher, make this curriculum very accessible to students with varying needs.

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:

In general the presentation of this curriculum is very good, but the lessons need to have the NGSSS embedded within them.

## 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:

This curriculum includes many interactive features that will be very engaging for the second grader.

**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:

The big ideas focused in this curriculum are the elements of music, which is very helpful to the teacher.

**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:

The materials are very clear as to the learning objectives.

**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:

There are a great number of activities that include independent performance and creation of music, and they are appropriate in complexity for second grade.

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 clear directions as to how to adapt to a variety of learning differences.

**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:

The presentation of the materials is very mentally stimulating, but the activities include appropriate physical movement such as playing and dance.

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:

The organized activities are great ways to help the students meet the goals and objectives of each lesson.

**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:

The strategies in the classroom are ones that I and other teachers use in our own classrooms, and I found new ideas in the lesson plans that I could love to incorporate.

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:

I have found these strategies (movement, visual aids, singing strategies) effective in my classroom.

**G. Targeted Assessment Strategies** 10. G. The materials correlate assessment strategies to the desired learning outcomes.

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

Justification:

The assessment strategies are clear and specific to the learning outcomes. There are a variety of assessment strategies, from projects to multiple choice.

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:

The assessments are appropriate in complexity to the level of the benchmark.

**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 specific accommodations that are listed for learners such as English Language Learners and gifted students are extremely helpful.

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:

This curriculum has great activities and assessments that support the learning of second grade students in music.

## 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.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:

The curriculum contains opportunities for discussion in most of the lessons, related to the topics of the lesson.

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:

The curriculum includes Seussical Jr, and other dramatic performances, but I don't think it specifically addresses this standard. In Seussical Jr., the script only includes a narrator and "kids", and doesn't give much attention to a character role in particular.

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:

There are many varieties of movement activities woven throughout the curriculum.

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:

The curriculum gives very specific accommodations in the lessons that will not only help English Language learners in general with language acquisition, but will specifically help the students with understanding musical content.

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:

Includes great listening maps that are very visually appealing and will help students understand the organization of the music, especially with regard to the voices and instruments used.

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:

Listening examples give students an opportunity to move and gesture to show musical elements they hear. It also provides opportunities for discussion and description.

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:

I cannot find this addressed in this curriculum. Pitched instruments are discussed and lessons are provided for those, and orchestral instrument families are taught, but that the third grade level of this standard.

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

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

Justification:

The curriculum appears to address light/heavy voices and has an example of a male choir. However, the biggest misconception students have about this benchmark is confusing child voices and adult female voices, and this needs to be covered better.

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

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

Justification:

The curriculum has many good performance suggestions but does not give the students a change to make their own recommendations.

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:

The curriculum uses this benchmark both in class discussion and in having students create their own music.

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:

The curriculum includes a wide variety of fascinating improvisation activities.

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:

The digital tools for creating ostinati are wonderful!

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:

There are many great songs, with dynamic and form changes, representing different styles and cultures, and the performance suggestions for them are very appropriate.

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:

The songs in the curriculum are very appropriate for second grade, both in range and in content.

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:

The curriculum includes many age appropriate opportunities to play on instruments.

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:

The curriculum explicitly teaches students to read second-grade-appropriate songs from traditional notation on the staff.

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:

This benchmark is taught within the lessons, but should also be included as an assessment tool, which I could not find.

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:

The curriculum includes several opportunities to teach this benchmark using hand signs and notation.

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:

Throughout the curriculum musical elements are explicitly taught and many appropriate examples are included.

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:

The curriculum teaches these forms directly and has students analyze and interact with forms on different complexity levels.

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:

The curriculum teaches these specific elements very well, and also includes more advanced musical vocabulary related to these elements.

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:

The curriculum includes a good variety of cultures represented through age appropriate music.

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:

There are opportunities to teach this benchmark based on the musical examples given in the text but it is not directly taught.

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:

The curriculum includes an entire section of music related to celebrations, with an impressive variety of celebrations covered.

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:

The curriculum gives several different kinds of patterns to perform (dance, instrumental), and builds them into larger patterns such as form.

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:

The curriculum provides all the material a teacher would need to create one of several different types of performances.

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:

The curriculum has examples of how people participate in music and gives opportunities for students to discuss them and interact with the information.

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:

The curriculum includes opportunities for collaboration and for self assessment of that collaboration.

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:

The curriculum includes opportunities to make healthy and safe decisions, but does not directly address this standard.

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:

The teacher will have to find ways to address this on their own as it is not addressed in the curriculum.

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:

This skill is not directly addressed but there are many opportunities for the students to fill different roles as members of a cooperative group.

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:

The curriculum uses song texts and background information to meet this benchmark.

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

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

Justification:

While there are opportunities to do this based on the content of the curriculum, the curriculum does not offer any resources to help the teacher specifically implement this skill.

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:

The curriculum explicitly teaches several folk dances.

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:

The curriculum suggests specific lessons with texts that will facilitate this type of questioning.

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:

The movement activities included in the lessons will provide the opportunity for the teacher to discuss safety procedures.

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

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