



INSTRUCTIONAL MATERIALS ADMINISTRATOR

Welcome Cathy Seeds!

Home

Change Password

Log-out

Recommendation

No

Comments: I wanted to like this content, but it really felt like an attempt at an update to an old music textbook from 1980. It just wasn't fun or outside of the box for me, and having been a middle school teacher for the bulk of my career, influencing middle school kids, and getting them hooked, is half the battle! This content feels like it was written by elementary teachers - too immature, and left brain - and not relevant enough for middle school. It's a great starting point, but for experienced teachers looking for a blended curriculum, or new teachers (especially jack-of-all-trades music teachers) who need help teaching a class outside of their specialty area, it serves as an average resource, at best.

Notation: These materials would be appropriate for a 5th or 6th grade general music curriculum, especially in areas where there are now buildings solely devoted to just 5th and/or 6th grade. For experienced teachers, or teachers who are looking for fresh, new, creative, 'pushing limits' ideas for the general music classroom, this is not for you.

Material for Review

Course: M/J Exploring Music 2 (1301100)

Title: Online Learning Exchange® Interactive Music powered by Silver Burdett™ with Alfred Grade 7 Package with 5-year License ,
Edition: 2nd

Copyright: 2016

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

Grade Level: 6 - 8

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 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:

Each benchmark has 1-4 lessons, or lesson components, that directly align. For as thorough as the curriculum is/seems, I think there should be many more examples in each lesson that align with 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:

I think the content is well-written and realistic for 7th graders, and aligns well with the skill levels implied in the standards.

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:

Very user-friendly, for a teacher with any level of experience!

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 content is thorough, for sure, but I think in certain areas, there could be more materials for a greater depth of understanding. For example, the world cultures section has many options, and is thorough, but there are only a few songs for each region. Perhaps this is where the content assumes the teacher will supplement more on his/her own?

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:

For as demanding as the standards are, and the depth of knowledge they imply, I don't think the content is difficult or complex enough. Certainly not for 7th 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:

As mentioned in 5B, I think the content needs to be (or at least offer options that are) much more complex and demanding for this grade level.

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

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

Justification:

Though the materials for each lesson are thorough, there are only 6 lessons per unit, and 6 units (36). Assuming 7th grade students are very excited about the content, they may breeze through this material very quickly, and be hungry for more! Yes, there are supplemental materials (careers in the arts, integrated curriculum options are wonderful!), but I think there should be almost as much supplemental - options for furthering the baseline lessons - material as the unit lessons.

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:

Authors are all very well-known and respected teachers and clinicians!

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

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

Justification:

D. Accuracy of 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:
Love the Kodaly, and Orff subscription options, and that both are offered, not just one.

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:
The content aligns with standards, but I disagree in terms of being age-appropriate or relevant for 7th graders. I think the content is not mature enough for middle schoolers, and is presented like an elementary curriculum. I think 7th graders will recognize this and some will be offended.

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:
See 15E. I think the song choices and recorded vocal models are too elementary for middle school.

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 supplemental materials have great possibilities for meaningful connections for students, specifically the Careers in the Arts, Kodaly, Orff, and Integrated Curriculum (classical listening). I think students will love these materials and seek out all the OLE has to offer in these areas. I don't think the lessons include enough opportunities for these connections, though.

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:
The thorough and intentional alignment in this area is stellar! (And that I could click directly on that 'filter' on the left hand side, is fantastic.)

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:
Not unfair or biased, but I do think there could more content per locale/continent in the world cultures lessons/section.

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:
It's covered. There is great depth of understanding in the 36 lessons provided; I would just like to see more lessons!

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:

Very thorough!

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:

Though I wish there were more songs, I really like how the songs chosen for Unit 1, for example, are used in different ways throughout the unit - not just used to demonstrate one idea, then moving on.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

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

Justification:

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

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

Justification:

Colors, Powerpoints, videos are engaging, though I still think the overall look and theme is a bit immature for 7th grade.

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 materials provided are ideal for any level teacher. For a first year teacher, there is plenty of material within each lesson that they may have lesson left over at the end of the year; for an experienced teacher, some lessons may go faster than others, and there is supplemental material for students (maybe just some, not the entire class) to dig deeper, and unpack more.

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:

Looks like some improvements could be made here.

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

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

Justification:

Learning

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:

There are a good number of choices for activities, powerpoints, listening, singing, movement, etc. for each lesson. I still think the content is not age-appropriate (too elementary), and this will cause some students disinterest or lack of motivation.

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:

Content is very thorough in each lesson.

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:

Information, yes, but not outcomes or 'desired results.'

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:

Yes, assuming the teacher is clear about outcomes/desired results, and implements lesson activities and supplemental activities accordingly.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

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

Justification:

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

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

Justification:

See 1A.

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:

Logical, yes, and well-sequenced.

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:

I like the variety of strategies and activities that are included in the lessons, and supplemental materials; I do think it could be a bit more 'outside the box (or those opportunities could be provided in the ancillary materials).'

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

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

Justification:

G. Targeted Assessment 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:

I think varied activities are included in each lesson for assessment, but clearly defined assessments or desired results are not.

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:

As mentioned in 10G, I think this is a weakness in the content (unless I'm missing it!). There are many well-rounded activities and assessment opportunities in the content for different levels and learning styles, however, a new teacher following this curriculum may be unaware that an actual assessment - written or observed, etc. - may need to take place to demonstrate evidence for a grade. I think this piece is missing.

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:

Many students - skill levels, musical experience, development, learning styles - but this could still be improved, especially from an interactive perspective (UIL page, etc.).

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

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

Justification:

Standards

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. **LAFS.7.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

Justification:

Many lessons already explicitly align with this standard; I am confident these discussions would transfer/continue regularly, since it is already built in to the content.

2. **DA.68.S.2.1:** Sustain focused attention, respect, and discipline during classes and performances.

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

Justification:

Could be more directly aligned in other lessons.

3. **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:

4. **LAFS.68.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

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

Justification:

5. **LAFS.68.WHST.3.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

Justification:

Aligns well, but for 7th grade, I think there should be many more opportunities (menu items, etc.) for research and exploration.

6. **LAFS.7.SL.1.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

Justification:

An important transfer skill that should definitely be present in music class; more opportunities needed.

7. **LAFS.7.SL.1.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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

Justification:

This may be challenging for some 7th graders, but an important and robust standard for this age group, nonetheless. More opportunities needed.

8. **LAFS.7.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Justification:

More alignment, here, in comparison to 6 & 7.

9. **MU.68.C.1.2:** Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.

Remarks/Examples:

e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title

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

Justification:

Maybe I'm missing it, but I think the music standards should be off the charts, i.e., included in almost every lesson! Needs more.

10. **MU.68.C.1.3:** Identify, aurally, instrumental styles and a variety of instrumental ensembles.

Remarks/Examples:

e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles

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

Justification:

Good representation within the lessons. I also love the videos in the Integrated Curriculum section for greater DOK.

11. **MU.68.C.1.4:** Identify, aurally, a variety of vocal styles and ensembles.

Remarks/Examples:

e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs

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

Justification:

Good alignment, though I think the authenticity of these examples could be improved.

12. **MU.68.C.2.2:** Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

Remarks/Examples:

e.g., blend, balance, ensemble playing, sonority, technique, tone quality

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

Justification:

I realize this is not a chorus rehearsal, but it is important to lay the foundation in this class - what rehearsal expectations are, how to practice, how to be an active listener, etc. Hopefully, if not explicitly assigned, the teacher is implementing these skills and procedures anyway - for awareness, recruitment, knowledge, etc.

13. **MU.68.C.3.1:** Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

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

Justification:

14. **MU.68.F.2.1:** Describe several routes a composition or performance could travel from creator to consumer.

Remarks/Examples:

e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales

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

Justification:

This is a fabulous, relevant standard for middle school students! There is definitely room for more alignment and practice of this standard in this content.

15. **MU.68.F.3.1:** Describe how studying music can enhance citizenship, leadership, and global thinking.

Remarks/Examples:

e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect

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

Justification:

This example conjures up a metaphor for me, in regards to this content: the content is thorough and well-written, and would be ideal for a first-year or newer music teacher - what to say, how to deliver a lesson, highly-organized, very left brain, right brain activities are clearly defined, etc. However, there is so much left, in terms of bringing the lesson and the ideas together, and encouraging students to dig deeper for great DOK. That is not present or even explained in this content. First-year teachers may have a tough time with that. In regards to this item, there are some wonderful resources in this content, especially in the world cultures section, but they're not explicitly

aligned with the standards. The teacher is responsible for pulling all of that together, using the content provided.

16. **MU.68.F.3.2:** Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 More examples needed!

17. **MU.68.H.1.1:** Describe the functions of music from various cultures and time periods.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Again, with the integrated curriculum and world cultures sections, the alignment here is good!

18. **MU.68.H.1.2:** Identify the works of representative composers within a specific style or time period.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Same as 17.

19. **MU.68.H.1.3:** Describe how American music has been influenced by other cultures.

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

20. **MU.68.H.1.4:** Classify authentic stylistic features in music originating from various cultures.

Remarks/Examples:

e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 This is an important standard for 7th grade. Glad to see more opportunities to practice this one, in the content!

21. **MU.68.H.2.1:** Describe the influence of historical events and periods on music composition and performance.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 The further we get in terms of DOK with this content, the less there seems to be. Research opportunities, deeper discussions, transfer of (music) history from other classes, and experience hearing music - live and recorded - needs to be built in to students' music education, hopefully before 7th grade. If not, this class needs to provide it --> through this curriculum!

22. **MU.68.H.2.3:** Classify the literature being studied by genre, style, and/or time period.

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

23. **MU.68.H.3.1:** Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.

Remarks/Examples:

e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 I think the interdisciplinary opportunities in this content are one of its strengths!

24. **MU.68.O.1.1:** Compare performances of a musical work to identify artistic choices made by performers.

Remarks/Examples:

e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 This should be included in almost every lesson!

25. **MU.68.O.3.1:** Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

Remarks/Examples:

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration

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

Justification:

An important activity for 7th grade. Good alignment, but would still like to see more.

26. **MU.68.S.1.2:** Compose a short musical piece.

Remarks/Examples:

e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice

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

Justification:

27. **MU.68.S.1.3:** Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

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

Justification:

Glad to see several opportunities for alignment here!

28. **MU.68.S.2.1:** Perform music from memory to demonstrate knowledge of the musical structure.

Remarks/Examples:

e.g., basic themes, patterns, tonality, melody, harmony

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

Justification:

29. **MU.68.S.3.1:** Sing and/or play age-appropriate repertoire expressively.

Remarks/Examples:

e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

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

Justification:

This could certainly depend on equipment in the classroom/school, but I think there are many opportunities in the content to practice this standard regardless.

30. **MU.68.S.3.2:** Demonstrate proper vocal or instrumental technique.

Remarks/Examples:

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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

Justification:

Glad to see many opportunities for alignment, here. I do think the authenticity of the vocal literature, and recorded vocal tracks, should be addressed, though. Not the best middle school, mature, choices for influential 7th graders.

31. **MU.68.S.3.4:** Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

Remarks/Examples:

e.g., error detection, interval reinforcement

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

Justification:

Glad to see several examples in alignment here.

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

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.