



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: The material is given in an easy to understand format with excellent examples for student learning. The connections to other subjects and the inclusion for differentiated instruction was spot on.

Notation: The materials have included wonderful strategies to connect art to other subjects as well as included ways to use differentiated instruction and to help both your gifted students and those needing extra help.

Material for Review

Course: Art – Grade 1 (5001020)

Title: Explorations in Art Grade 1 Digital Class Set , Edition: 1st

Copyright: 2014

Author: Marilyn Stewart, Eldon Katter, Laura Chapman and Nancy Walkup

Grade Level: K - 5

Content

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

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

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

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

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

Justification:

The content is very clearly written for alignment.

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:

Skill level is appropriate.

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:

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 materials provide many opportunities for conversation and discussion for students to understand the topics.

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 level of understanding is appropriate for the grade level.

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:

Yes, I believe the text and the activities matches student abilities.

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:

I feel there is plenty of content, possibly more than the time available in which to teach it. Too much material is better than not enough!

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:

Yes, very helpful especially for students who finish early and can use the computer to connect to suggested info on the web.

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:

Yes, extremely helpful to have the additional 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:

Did not spot any errors, everything was laid out beautifully. Really enjoyed reading the material.

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:

It was very interesting to see how art work was presented. I liked the positive manner in which different cultures were presented for students to learn about.

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:

Not sure about theories, but, yes to concepts and standards. The examples or models were perfect!

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:

Very well written.

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:

Yes, up to date with National standards.

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:

Yes, I was very impressed to see how well the steps were presented for a teacher to be successful.

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:

Yes, I feel students would have no problem understanding what they were learning.

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:

There were connections. Some, especially with language arts were incredible. Others while they connected, like health were minimal.

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:

Students can make connections to life with many of the suggestions provided.

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:

Yes, I really enjoyed seeing how the content was covered.

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:

Steps for teaching the learning outcomes were very clearly written and explained.

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:

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 format of each unit made it very easy to find and use what was needed.

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 step by step visuals were perfect. Especially since each activity was broken down into 4 easy steps.

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:

Yes, the content was chunked into appropriate segments to allow understand by the students.

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:

Yes! I was really impressed to with the additional info for helping those with disabilities. And the areas with differential instruction.

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:

Presentation-the teacher edition contained excellent resources and was presented in a way that was user friendly. The material could very easily be used by regular classroom teachers very successfully.

Learning

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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:

Students love looking at different art work and exploring what they see.

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:

Yes and the way concepts are continually repeated should help students learn content.

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:

Yes, and the lesson summaries of discussions with students afterwards helps reinforce learning outcomes.

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:

Students are encouraged to learn and create art, but to also be safe when using materials.

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:

The section for each unit was very informative to help with a range of student abilities.

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

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

Justification:

The photos were fun and perfect for young minds to engage with.

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:

Each lesson included areas of extension with writing and sketchbook suggestions. Also connections to math and health.

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:

Yes, teacher edition had very good directions to clearly teach students what they needed to know. Opportunities for discussion by students with students was also available.

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:

Yes, the inclusion of suggested trade books are a great addition to in teaching to the targeted 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:

The rubrics are clearly written and set up to copied and displayed for students to understand where they fall on the scale for desired learning.

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:

Yes teach learning outcome is thoroughly explained.

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:

Yes, I was very impressed.

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:

Yes, the critical information important to learning about art was successfully satisfied. The material was presented in a positive way. It connected to students and what they need to learn about themselves and their communities while they create art. There were many opportunities for students to share and encourage each other.

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.1.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

Justification:

Yes, this was included throughout the teachers edition.

2. **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:

Did see some Spanish translated.

3. **HE.1.C.2.4:** Recognize health consequences for not following rules.

Remarks/Examples:

Injuries, arguments, hurt feelings, and pollution.

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

Justification:

There were examples throughout for students to be safe.

4. **LAFS.1.RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

Justification:

Many opportunities and activities for storytelling and sequencing.

5. **LAFS.1.SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

Justification:

Summations at the end of lessons were filled with questions about key details where students were encouraged to participate.

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

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

Justification:

Students are encouraged to share their art in discussion with other students.

7. **LAFS.1.SL.2.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

Justification:

It is suggested for students to have sketchbooks in which to place thoughts, feelings and other ideas.

8. **MAFS.1.G.1.2:** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

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

Justification:

Many of the activities for students contained information about learning shapes and using shapes in creating artwork.

9. **MAFS.1.G.1.3:** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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

Justification:

The lesson on symmetry covered this.

10. **SC.1.L.14.1:** Make observations of living things and their environment using the five senses.

Remarks/Examples:

Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.

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

Justification:

There were some references with portraits.

11. **SS.1.A.2.1:** Understand history tells the story of people and events of other times and places.

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

Justification:

The connection with history was very strong. The books had groups of art work from different time periods for student to compare and contrast.

12. **VA.1.C.1.1:** Create and discuss works of art that convey personal interests.

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

Justification:

Connections here was done through art that showed how people throughout time lived and played.

13. **VA.1.C.1.2:** Gather clues to help interpret and reflect on works of art.

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

Justification:

Discussion is encouraged by looking and talking about the different art in the textbook.

14. **VA.1.C.2.1:** Describe visual imagery used to complete artwork.

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

Justification:

The writing component is one way for students to use visual imagery.

15. **VA.1.C.2.2:** Use various media or techniques to learn how changes affect the completed artwork.

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

Justification:

There were many different activities for students to learn to use different media to create art. One lesson involved night time and crayon resist was used to affect change, making day into night.

16. **VA.1.C.3.1:** Identify vocabulary that is used in both visual art and other contexts.

Remarks/Examples:

e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science

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

Justification:

Many areas of connection to other subjects were included. Texture to animals were heavy in the science area. Music suggestions were throughout the book. Patterns connected to math were included.

17. **VA.1.C.3.2:** Distinguish between artwork, utilitarian objects, and objects from nature.

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

Justification:

Many examples of nature connections throughout the book. Didn't really see much in the way of utilitarian objects. There was some.

18. **VA.1.F.1.1:** Use various art media and real or imaginary choices to create artwork.

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

Justification:

Yes, many wonderful activities with drawings of each of the steps.

19. **VA.1.F.1.2:** Identify how classmates solve artistic problems.

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

Justification:

Students were encouraged to share and learn from each other.

20. **VA.1.F.2.1:** Explain how artists impact the appearance of items for sale in stores.

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

Justification:

There were some minor connections in regard to the creation of signage.

21. **VA.1.F.3.1:** Describe the use of art to share community information.

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

Justification:

There were amazing suggestions for displaying student work. One was with insects (symmetry lesson) and placing them on giant leaves.

22. **VA.1.F.3.2:** Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.

Remarks/Examples:

e.g., set-up, clean-up, use of materials

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

Justification:

There were helpful suggestions throughout the book.

23. **VA.1.H.1.1:** Discuss how different works of art communicate information about a particular culture.

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

Justification:

I loved the Mona Lisa comparison to the Japanese print to the modern hair salon lesson. I can see so much discussion coming from that!

24. **VA.1.H.1.2:** Discuss suitable behavior expected of audience members.

Remarks/Examples:

e.g., museum visits, artist presentations, school programs, assemblies

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

Justification:

While there was some mention of this-This objective falls outside the scope of this program.

25. **VA.1.H.1.3:** Describe ways in which artists use their work to share knowledge and life experiences.

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

Justification:

This looked like so much fun as the lesson showed different ways in which children played throughout history.

26. **VA.1.H.2.1:** Compare artworks from different cultures, created over time, to identify differences in style and media.

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

Justification:

The best example for this was how and where people live.

27. **VA.1.H.2.2:** Identify objects of art that are used every day for utilitarian purposes.

Remarks/Examples:

e.g., plates, clothing, teapots

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

Justification:

This could be seen with the portraits and the different bedrooms in paintings.

28. **VA.1.H.2.3:** Identify places in which artworks may be viewed by others.

Remarks/Examples:

e.g., museums, schools, businesses

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

Justification:

Mentioned in regard to displays and where students might find art.

29. **VA.1.H.3.1:** Identify connections between visual art and other content areas.

Remarks/Examples:

e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies

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

Justification:

Really enjoyed seeing the connections and the activities for this. The different buildings, the different activities people did for entertainment and ceremonies.

30. **VA.1.O.1.1:** Identify and use the structural elements of art and organizational principles of design to support artistic development.

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

Justification:

Each unit covered elements and principles of art and connected to previous lessons.

31. **VA.1.O.2.1:** Create imagery and symbols to express thoughts and feelings.

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

Justification:

Yes, this was done throughout the book as students did art activities. They were encouraged to express their thoughts and share their

feelings in discussions about their art.

32. **VA.1.O.3.1:** Use personal symbols in artwork to document surroundings and community.

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

Justification:

They were also encouraged to use visual imagery and observation skills when creating art about their communities.

33. **VA.1.S.1.1:** Experiment with art processes and media to express ideas.

Remarks/Examples:

e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive

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

Justification:

Every unit contain different projects for students to experiment with different media. Each activity aligned with what the textbook showed. Response to clay fish in a photo was to learn how to make a clay fish. Portrait unit-students made portraits. and so on.

34. **VA.1.S.1.2:** Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.

Remarks/Examples:

e.g., media-specific techniques

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

Justification:

Students used clay, paint, did mono prints, portraits, made story books, learning about architecture and made buildings.

35. **VA.1.S.1.3:** Create works of art to tell a personal story.

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

Justification:

Many lessons connected the student's lives to the art they made

36. **VA.1.S.1.4:** Use accurate art vocabulary to communicate ideas about art.

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

Justification:

Each unit had a section on vocabulary in English and Spanish.

37. **VA.1.S.2.1:** Practice correct use of tools with various art media, techniques, and processes.

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

Justification:

Yes, there were drawings with each of the steps to help students to create their art.

38. **VA.1.S.2.2:** Describe the steps used in art production.

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

Justification:

Again, photos and step by step written directions on the pages to help students.

39. **VA.1.S.3.1:** Practice skills and techniques to create with two- and/or three-dimensional media.

Remarks/Examples:

e.g., eye-hand coordination, fine-motor skills

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

Justification:

Throughout the book the activities helped students with this.

40. **VA.1.S.3.2:** Discuss the qualities of good craftsmanship.

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

Justification:

Discussions about how the artists create art and good craftsmanship.

41. **VA.1.S.3.3:** Demonstrate safety procedures for using art tools and materials.

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

Justification:

Encouraged throughout the book.

42. **VA.1.S.3.4:** Identify and be respectful of artwork that belongs to others and represents their ideas.

Remarks/Examples:

e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy

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

Justification:

Again discussion based throughout the book.

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