



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: As the reviewer of this Davis digital eBook: A Global Pursuit, I wanted to be clear on what was presented to me in this online Item for Review entry. The course M/J Exploring Two-Dimensional Art 0101005 BID 3022 was assigned, however, in the Written Connections from Davis the course standards to review was for the course: M/J Art in World Cultures 0100070 BID 3021. I assisted in writing these two courses for the state and know they are two separate courses (there is overlap of information in both). I contacted Genevieve and Kathy for clarification. My thought is that both courses can easily adapt this material and still meet the standards and curriculum guidelines for the VA M/J courses. I had to blend the information given in both course descriptions. I looked closely at the standards and benchmarks for both courses and made sure they were met before I completed this review.

Notation: These materials are especially suited for a strong visual arts program that uses technology to enhance curriculum standards. The materials integrate subject areas such as math, language arts and social studies with visual art. SchoolArts Magazine is included in the package price for one year. Students have a wealth of images to use in their ePortfolios without having to search the web. Project portfolios can easily be shared and saved. There is extended learning possibilities outside the classroom with links to videos, galleries and information to assist students and teachers in lesson planning. All pages can be viewed at once or zoomed in and navigated for easy reading. Student can open an ePortfolio in a separate browser and enter notes.

Material for Review

Course: M/J Exploring Two-Dimensional Art (0101005)

Title: Exploring Visual Design Digital Class Set , Edition: 4th

Copyright: 2014

Author: Joseph A. Gatto, Albert W. Porter and Jack Selleck

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.

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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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- 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:

Based on the Written Correlations sent by Davis for M/J Art in World Cultures, 0100070 Explorations in Art: A Global Pursuit, the content presented in the digital eBook aligns with the FL VA standards for 6-8 grade benchmarks for subject, grade level and learning outcomes. Example: VA.68.H.3.2 eBook aligns to this benchmark Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints and solutions plus has a Writing Process Connection in the Teacher's Edition.

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:

After reviewing the content in the eBook sample, the correct skill level of the standards and benchmarks for the course is met. Example: VA.68.O.1.2 emphasizes the Elements of Art and Principles of Design to create and reflect on artwork. This is evident in the Units of Study and Studio lessons in the eBook, from pp. 20-23 through 260-263.

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 useful if the correct technology is in place and students and teachers have access. The program is fully compatible with MAC, PC, Android and Windows devices. For iPad and iPhones, ePortfolios require the use of the free Davis Digital APP for full compatibility. The schools and districts using this eBook need to be made aware of the hardware/equipment needed to fully implement this program. Cost may be a factor.

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:

I found the materials to be clear and sufficient for students to understand within a 50 minute period class. The Units and Studio lessons are engaging and informative, Lesson 2 Beauty in Nature: Seeing Lines Change Direction. Studio activity follow up: Draw Yourself in a Beautiful Place.

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:

VA.68.S.1.4 Uses accurate vocabulary to explain the creative and art-making processes. Students will be exposed to complex and difficult content based on their levels as seen in the Student Edition pp. 15, 60, 120, 165, etc...the Teacher Edition aligns to the Student Edition.

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:

LAFS.68.RTS.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. This is justified in the Student Edition pp. 90, 120, 150.

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 time period is suggested at 50 minutes. This is realistic for the material presented, however, schedules will vary from 40 minute periods to 90 minute blocks within schools and districts, so some flexibility has been worked into the eBook content to address this issue. M/J courses are now offered by semester as well as yearly, so this is a factor as well. Pacing and sequencing will be a factor depending on the duration of the course.

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:

Yes, the primary and secondary sources reflect expert information for VA. The Authors have a wealth of knowledge and experience in the visual arts and it is reflected in the source choices for M/J 6-8 grade students. All digital student eBook, student account for ePortfolio creation, 50 images to select without searching the web. Students can customize their online portfolios, share them. Teachers

can use Curriculum Builder to customize their lessons, save them for the future and share them with colleagues.

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:

As stated above, the primary and secondary sources contribute to the quality of the content in the materials, especially the high-quality and selection of images for the students and teachers to use.

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:

Upon review, the Units and Studio lessons, Studio Explorations, Connections and Review: Vocabulary and Content showed no typographical or visual errors.

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

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

Justification:

Within the eBook Student Edition and Teacher Edition, there was a good balance of images and topic content not inflammatory or bias. Visual Art lends itself to personal expression/experiences and a wide variety of cultures and time periods.

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 material does represent the visual arts as a serious discipline. The material reflects the current trends and past histories of the visual arts throughout the world. New artists and techniques are presented as well as old masters and historical works for review and as a standard for further research.

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:

The sample content of the material reviewed is factual and accurate to the best of my observations.

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:

Visual culture, social media and images are all around us today. This digital eBook presents information to students, who are already experiencing fast paced imagery in their world, to try and make sense of it all. This eBook gives them the opportunity to manipulate and create original artwork in real-time using current technologies while using hands-on studio experiences to enhance their understanding of the past and present art world. This eBook is research based and does align to the standards of practice as evidenced by incorporating the National Visual Arts 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:

The curriculum is sequenced and reflects the VA standards and benchmarks in appropriate and relevant context. It also incorporates language arts and math standards and benchmarks as they relate to the VA course standard.

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, the content is presented in an appropriate and relevant context, ex: current technology used. The intended learners are the 6-8 grade student, each with unique abilities and experiences. The ability levels of the learners will vary in each school, so flexibility will need to prevail when creating lessons to meet individual student needs.

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:

LAFS.6.SL.1.1 for 6th graders discusses the range of collaboration between students and teachers, building on each others ideas and expressing their own clearly. The assessments and self-reflections built into the eBook provide many opportunities for students to connect with the real-world.

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 eBook connects language arts, math, history and science into a variety of the Units and Studio lessons. Ex: Studio Exploration-A Beautiful Animal: Making Textures to Touch. Keeping a journal and reflecting on their work.

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:

The portrayal of gender, ethnicity, age, etc... in the eBook samples did not indicate any unfair or biased images or written prejudices. A wide variety of cultures and artists are presented in their natural state.

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:

The images presented and the written content did not indicate any portrayals of inappropriate or undesired information. Any use of images or artists with distinct styles reflect the lesson content and current trends, example: graffiti art, poster designed for a specific message or persuasion, etc....

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 content aligns to the standards and benchmarks for this course and is covered in the material presented.

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:

Yes, this is addressed in the M/J student eBook. There is evidence within each Unit of Study of numerous resources addressing student outcomes without additional teacher prep. The variety of visual images to view and the differentiation of content within the text align nicely with targeted student outcomes.

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:

A significant option for students 6-8 to develop the building blocks of visual art using the Elements of Art Principles of Design. 5,000

images available to view from fine art, folk art, architecture to nature. There are in-depth profiles of artists and artworks past and present. Studio activities promote collaboration as well as self-expression. All digital student eBook, student account which includes ePortfolio and supplemental digital images set of 50 images align with curriculum and each other. The sequencing and pacing of components makes sense.

C. Organization of Instructional Materials3. 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:

Based on the materials presented in this eBook selection for VA M/J 6-8, the Units of Study throughout the eBook are logical, varied and organized. The Units of Study, lessons within them, studio follow-up activities, other subject area connections, assessment and resources will capture the interest and imagination of the M/J students. There is a logical flow to the eBook presentation of content.

D. Readability of Instructional Materials4. 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:

After reviewing numerous examples of Units of Study and lessons, the narrative and visuals are age appropriate for middle school students. The understanding of the content in each unit/lesson are also within the levels appropriate for middle school aged students. The differentiated content should meet the needs of diverse student populations as well.

E. Pacing of Content5. 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 eBook lessons are based on a 50 minute period (daily or weekly). Assuming the middle school schedule allows for this, students should be able to complete an activity within this time frame. There is some flexibility built in for teachers to adjust their content presentation. There might be times when the lessons may need to be divided into chunks or condensed due to time restrictions. There are also "block" scheduled middle schools who would have 90 minute classes and would need to adjust the lessons to fit their time frames. The M/J state of FL course schedules now allows for semester and year long course offerings which would also change the pacing of the content presented.

Accessibility6. 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:

After reviewing the UDL questionnaire, I found that assistive technology software have been tested, however, not enough information to support the needs of the students with disabilities to interact and access materials was detailed and at what additional cost? Visual art lends itself to those students with varying degrees of disabilities, however, I found assisted tech software suggested but not specific to indicate direct access. The images and interactive ePortfolio, videos and curriculum builder will assist the teacher in designing a program to meet the needs of these students, but there could be more developed in this eBook format to guide teachers and their students with disabilities to be aligned with specific student abilities and as a result be successful in their units of study. All videos are not captioned.

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, I find that this eBook format is a well-balanced approach to integrating technology and hands-on learning in the visual arts program for M/J. The integration of other subject areas, the opportunity to design/share and save lessons that meet the needs of a particular class, the ability to locate/view a vast amount of images to enhance a lesson concept, the access to SchoolArts Magazine for one year and the easy-to-format text modules all are a plus when working with students in the M/J levels 6-8. The presentation has been well thought out, researched and addresses the visual arts content and requirements for submission.

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:

In this age of technical advances, students (especially of middle school age) are motivated by challenging material and technology. All digital: ePortfolio-custom online portfolios are created to share student artwork with a variety of peers, parents, community and for teachers to share with colleagues. The extended classroom links to videos, galleries and digital art images with the eBook Class Set. The studio activities are tied into the digital images which reflect the trends in current visual art culture. These instructional materials and resources will maintain learner 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:

Less is more, the digital eBook focuses on a few BIG IDEAS in the Units of Study and builds on them through the Studio activities, Connections to other subject areas, and the Review lessons of vocabulary and content. Examples are: the Unit Overview of Artists as Storytellers, Artists as Teachers, Artists as Inventors, Art and Messages, Art and Celebration, Art and Nature, etc...

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

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

Justification:

I found the "Planning Guides" and "A 5-Step Process" to be examples of clear statements and information presented in a way that is easy to follow. The artistic planning process is very important and is repeated throughout the eBook to guide students into successful art-making and experimentation. The emphasis on the Elements of Art and Principles of Design are woven throughout the eBook in every Unit and Studio lessons. The Summative Assessments provide students with choices and reflect the required outcome for individual student progress.

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:

Access to 50 images, the ability to customize their portfolios, links to videos, galleries and information all provide an opportunity for independent thinking. Assess progress and accomplishments on an individual basis. There is a section called Studio Safety that addresses how students should use specific materials safely in their art-making process. The Teacher edition provides many resources to share with students (SchoolArts Magazine) easy to format text modules, create Word files and PDF's that can be shared and downloaded by students and colleagues. Unit reviews, games and report formats as well provide for independent learner outcomes and critical thinking skills.

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 Units are set up for flexibility choosing content that is most relevant to a specific teacher's needs, however, I did not see specific developmental differences or adaptive materials addressed/suggestions for optional materials as often as I thought they might be in the eBook series for special needs. Visual Art studies and the making of art lends itself to various learning styles naturally.

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 Studio explorations lends itself to the students engaging in physical and mental activity throughout the entire learning/art-making process.

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:

They are tied to National Visual Arts Standards. The Units are presented in a logical manner and the content, goals and objectives align with Florida VA Standards for M/J 6-8.

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:

The instructional materials keep students focused and engaged. The Units are designed to be sequential and build on each other while allowing for individual expression and collaboration. There is also a great emphasis on real-world application which keeps the targeted outcomes relevant within the curriculum requirements.

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:

There are a variety of strategies presented throughout the eBook that are effective in teaching the targeted outcomes, an example: Connecting art history and design to modern day visual artistic pursuits and culture. Using techniques and media to create new ideas in artwork.

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 assessment rubric, objectives and evidence are leveled 4 to 1 and are clearly stated. The materials match the assessment strategies for the desired learning outcomes.

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:

It's difficult to assess artistic processes, however, the assessment strategies allow for individualized learning outcomes and choices in presentation of content knowledge by students.

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:

This digital eBook submission does incorporate strategies, materials, activities, etc...that do meet the needs of a majority of students. The only ones that may need more assistance would be the special populations (software adaptations, adaptive tools, 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:

This submission meets the LEARNING requirements in the VA standards for M/J 6-8. Students investigate a wide-range of media and techniques, historical and contemporary, they engage in art-making processes of creating 2-D works, drawing, painting, printmaking and/or collage. Students reflect on their own work and the work of others. Real-world applications are provided, critical thinking and problem solving are presented in a challenging manner. The Elements of Art and Principles of Design are woven throughout the Units. Safety is addressed.

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.6.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 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:

There is evidence of this standard/benchmark in the Student Edition pp. 27, 45, 57, 86, through pp. 254. Lessons have been created to provide for collaboration and critique of the art-making process.

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:

This standard was not addressed in the Written Correlations benchmarks sent by Davis. However, the eBook has opportunities for ELL students to create and communicate through visual art processes.

3. **LAFS.6.SL.1.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Justification:

The digital eBook, ability to create ePortfolios, tag images, share them and create slideshows, etc...are examples of diverse media use. Students also have the opportunity to discuss/critique artwork, assess progress and reflect on their work and the work of others.

4. **LAFS.6.SL.1.3:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

Justification:

This is reflected in the Teacher Edition pp. 119 and 149, however, a note needs to be made that Speakers visit the class, but delineation of argument and claims is not specifically addressed.

5. **LAFS.6.SL.2.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Justification:

This is present in the Teacher Edition pp. 154, 196 and 237. It is a difficult benchmark for a visual art program to totally incorporate. This is designed for an oral presentation of fact finding and speech. There would not be an emphasis on this standard benchmark in a visual art program even though there may be opportunities to present information to an art class in this manner.

6. **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:

There is clear evidence of this benchmark presented in the Student Edition pp. 30, 90, 120, 150, 210, 240, 270 which correlate to the Teachers Edition. There is a section on vocabulary and a glossary which addresses this as well in the eBook.

7. **LAFS.68.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Justification:

The opportunity to address this is in the Student and Teacher editions pp. 60, 90, 120, 150, etc...

8. **LAFS.68.WHST.2.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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

Justification:

The use of technology here has been designed for use with visual art course content, the images are imbedded within the program (no

need to search the internet) the writing in journals and drafting of ideas for art-making purposes is presented in a manner that will fit the lessons presented to the students.

9. **VA.68.C.1.1:** Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.

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

Justification:

This specific benchmark was not presented in the Written Correlations sent by Davis for course 01000070. However, the Digital eBook is full of examples of this benchmark.

10. **VA.68.C.2.3:** Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.

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

Justification:

This benchmark is met for course M/J 0101005 Exploring Two-Dimensional Art. It was not listed in the 01000070 course Written Correlations from Davis. However, the digital eBook does address the examination of artworks to form ideas. Units have been designed to address this and as a result students can judge and assess the work of their peers and be inspired to create their own artworks in order to develop an artistic style.

11. **VA.68.C.3.1:** Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

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

Justification:

This benchmark is met throughout the eBook in the Review: Vocabulary and Content section. The elements of art and principles of design are woven into each lesson as well.

12. **VA.68.F.1.1:** Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

Remarks/Examples:

e.g., potential to transfer and incorporate technological applications

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

Justification:

Not addressed in the Written Correlations for this course.

13. **VA.68.F.2.1:** Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

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

Justification:

Students are presented with artists and careers related to the current trends in visual arts and design throughout the eBook Units and at the end of the eBook.

14. **VA.68.F.3.4:** Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

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

Justification:

Benchmark is not addressed in the Written Correlations sent by Davis, however, The 5 Step Process, sequencing and pacing of lessons and inclusion of technology all make for a comprehensive program for 21st century learners and for skill building.

15. **VA.68.H.1.2:** Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

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

Justification:

This is a necessary skill for all students to develop, this benchmark was not addressed in the Written Correlations for this course, however, these appropriate behaviors are mentioned in various parts of the eBook on audience behavior at these particular venues.

16. **VA.68.H.3.3:** Create imaginative works to include background knowledge or information from other subjects.

Remarks/Examples:

e.g., from history, environment, literary works

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

Justification:

Not presented in the Written Correlations, however, the digital eBook does include the ability for students to create imaginative works based on background knowledge and information from many sources including art history, nature and literary works.

17. **VA.68.O.1.1:** Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.

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

Justification:

This is addressed throughout the eBook Global Pursuit, however, the Written Correlations sent by Davis did not have this benchmark highlighted. This benchmark is for the M/J 0101005 course.

18. **VA.68.S.1.2:** Use media, technology, and other resources to derive ideas for personal art-making.

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

Justification:

The Davis Digital eBook was developed to address the need for more interactive technology in the art classroom. The connections between hands-on art-making combined with the technology connections make for a comprehensive 21st century learning package.

19. **VA.68.S.2.2:** Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

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

Justification:

The eBook provides for sequential Units of Study with related Studio activities and follow up assessments designed to achieve the objectives and goals of the visual arts curriculum standards. The digital images and ability to create ePortfolios give students a variety of techniques to achieve their personal goals.

20. **VA.68.S.2.3:** Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

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

Justification:

There are many examples within the digital eBook requiring students to prepare and plan out their ideas first before creating their artwork or products. Examples of how to draft and plan are imbedded in each Unit of Study. Note taking tools are available for students to write ideas online.

21. **VA.68.S.3.3:** Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

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

Justification:

There are visual images of how to use materials and tools safely, presented throughout the eBook. Processes are presented step by step and a variety of techniques are demonstrated such as printmaking and collage within the Units and Studio Lessons.

22. **VA.68.S.3.4:** Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

Remarks/Examples:

e.g., ethics, plagiarism, appropriation from the Internet and other sources

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

Justification:

Students are given information regarding this in the eBook sections Art Forms and Media, Photographic Credits, Artistic Guide and within lessons that discuss plagiarism and appropriate use of images in the visual arts.

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

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