


**INSTRUCTIONAL MATERIALS ADMINISTRATOR**

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**Recommendation**

Yes

**Comments:** I think this book meets the standards provided by the state. Activities in the book go beyond just learning art history and give students to opportunity to create work based on artistic style and historical periods.

**Notation:** These materials would also be appropriate for high school use.

**Material for Review**

**Course:** M/J Introduction to Art History (0100060)

**Title:** Discovering Art History Digital Class Set , Edition: 1st

**Copyright:** 2014

**Author:** Gerald Brommer

**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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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:

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:

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:

I do like the setup and order of activities. I also appreciate the timelines and maps.

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:

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:

Some words from cross curricular areas such as historic information and scientific terms may be difficult for the students to understand. Would have helped to define some of those words similar to how the art terms were defined.

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:

Teachers can choose how much or how little to include in their lesson based on student need and time allowed.

**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:

Many links to enhance learning and a good range of examples.

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 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:

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

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

Justification:

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

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

Justification:

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

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

**E. Currency of Content**14. E. The content is up-to-date according to current research and standards of practice.

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

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

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

16. E. The content is presented in an appropriate and relevant context for the intended learners.

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

Some material is a bit high for the lower grades, but as the whole book would probably not be able to be covered in the time spent with students in a grade level, sections could be held for the higher grade levels before presented.

**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:

I like that there are quotes from the artists about their work and ideas. I feel this helps students understand the artists intent better.

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:

Interdisciplinary connection spots through the book. Material also included in timelines, maps, and readings.

**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:

Multicultural connection spots.

**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:

There are some images that contain small amounts of nudity during the Renaissance. I know that is hard to avoid since the human body was considered the perfection of art. However, for lower grade levels such as 6th and 7th, I would not be able to show those images to the students.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

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

## Presentation

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## 1 - VERY POOR/NO ALIGNMENT

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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:

You can click on the bulleted links for further in depth information. Plenty of higher level thinking questions given that teacher can choose from.

**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:

Sequential. Clear.

**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:

Go in order of date and movement being presented. Logical transition through time and artist.

**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:

There are some vocabulary words that I find may be difficult for a middle schooler to understand. A lot of the words were defined within the paragraphs, but there were a couple that were not. For example, in chapter 17.1, in the second paragraph the phrase "totalitarian regimes" was used. This was after a paragraph that did a good job explaining and defining art terms.

**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:

I think for the most part that the pacing and amount of information presented is in nice sized chunks. I believe the ESE students would have a bit of difficulty, even with modifications.

**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:

There were a couple of places where when I clicked on the bulleted link, for example the 1-a Edo Culture, Nigeria and two nobles, that there was no way to get back to the previous page. The small "X" located in the top right corner did not appear and I had to back all the way out of the book and come back in. This was only on a few of them and may have been my computer browser issues though.

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:

Overall I think that the book does a good job presenting the information, is organized well, and is not too difficult for most middle schoolers to understand and read in a reasonable amount of time.

## Learning

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**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

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

Justification:

For the most part, the information is presented well and in small chunks that the students can follow. The presentation of all text, may overwhelm some students who struggle with reading. The pictures along the sidebar help, but there is no visual break between the information presented on the main section.

**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:

Would like to see a bit more vocabulary, possibly 5 words instead of 2 for each section. This vocabulary could include words besides art words, but also cross curricular words that students may find difficult if not studied in other core classes yet.

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

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

Justification:

Each chapter set up the same. Reviewed at the beginning and end of each section.

**D. Guidance and Support**4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

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

Justification:

I think if the student is motivated to learn the material, there is plenty of ways that they can find out more in depth information through clicking links to help enhance ideas. Paired with the discussion questions that students can answer independently or with others works well.

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 options for performing arts to answer questions or think about ideas instead of having to write down responses is good.

**E. Active Participation of Students**6. E. The materials engage the physical and mental activity of students during the learning process.

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

Justification:

It is difficult to engage students physically through a textbook when students want to work with their hands. The chance to use performing arts to help answer questions or provoke thought does give the opportunity to give the students a break from reading and writing. Warm up activities are also well done.

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:

Anticipation, information, review, reteach.

**F. Targeted Instructional Strategies**8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

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

Justification:

Materials follow a pattern, which is good for middle school students. Organized.

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:

Clear. Thought given to differentiated learning.

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

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

Justification:

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

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

Justification:

**Universal Design for Learning**12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

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

Justification:

Some of the material is on a higher reading level than might be appropriate for low ESE students or some of our students in Autism. However, I could take out certain chunks to teach to the students.

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:

The vocabulary may be a bit high for lower level ESE or Autism students and the larger chunks overwhelming for students with low reading levels, but it seems easy enough for the teacher to modify by taking out what they want from the information presented. May need to teach some cross curriculum vocabulary that is not defined to lower grade levels.

## Standards

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## 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](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:

Chances for individual, partnering, and whole group discussion.

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:

Social commentary is encouraged in pre and post reading activities.

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:

I think there are multiple examples given for students to accomplish how to get their thoughts across.

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 standard is misleading here, as you would have to grade a student based on what they say. The textbook is providing information for the student to gather. I think that it does give that opportunity.

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:

I think the book gives the students plenty of information to work with in order to present their ideas. I also think it makes the students read between the lines to gather the info without presenting it to them directly so that they are just repeating what they read.

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:

Does a good job defining art terms. Goes into more depth when a picture is clicked on and explains symbolism well.

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:

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:

I saw where students could publish their work to a class site through the vendor.

9. **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:

individual or group projects represented

10. **VA.68.C.1.2:** Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

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

Justification:

Comprehend, Understand, Perceive. Good techniques.

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:

Only two words defined during some sections. Would have liked to see about 5 if possible. Definitions are clear.

12. **VA.68.C.3.3:** Use analytical skills to understand meaning and explain connections with other contexts.

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

Justification:

Timelines and maps helpful when explaining things.

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:

I didn't see a section devoted to this. The book mentioned artists and what they did to be successful. It mentioned the qualifications the artists had. Might have been nice to have a short section or blurb that says "Students who have an interest in "this" can look for jobs such as "this".

14. **VA.68.F.3.3:** Collaborate with peers to complete an art task and develop leadership skills.

**Remarks/Examples:**

e.g., task: voluntary, assigned; time: long-term group project

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

Justification:

Activities can be geared towards different students and their strengths.

15. **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:

16. **VA.68.H.1.1:** Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

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

Justification:

Students can click on links to get more information related to what they want to know more about.

17. **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:

Like the classroom museum activity.

18. **VA.68.H.2.3:** Describe the rationale for creating, collecting, exhibiting, and owning works of art.

**Remarks/Examples:**

e.g., private, public, and personal art collections

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

Justification:

Gives details about this at the beginning of book and then refers to information at different parts later on and throughout the book.

19. **VA.68.H.3.2:** Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.

**Remarks/Examples:**

e.g., identify facts, ideas, problem-solving skills

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

Justification:

Ideas can build on each other to use previous knowledge from all parts of the book.

20. **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:

21. **VA.68.S.1.4:** Use accurate art vocabulary to explain the creative and art-making processes.

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

Justification:

22. **VA.68.S.1.5:** Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.

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

Justification:

Activities at the end of each chapter correspond with material learned.

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

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