



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** Excellent, exciting, authentic, and well-written content. I highly recommend this material for all choral teachers, and think it would specifically help so many of Florida's 'jack of all trades' music teachers, who are teaching outside their specialty area (band, orchestra, chorus).

### Material for Review

**Course:** Chorus 1 (1303300)

**Title:** Hal Leonard Voices in Concert Level 3 , Edition: 1

**Copyright:** 2016

**Author:** Hal Leonard

**Grade Level:** 9 - 12

### Content

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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:

Absolutely. The standards and benchmarks are well-written and set high, and if this content is followed, and unpacked with meaning and commitment, it will certainly be effective, and create an outstanding foundation for students going forward!

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:

It is. I think the standards and benchmarks are set high, and should remain at a high level going forward. This content was clearly written with these standards in mind, and in turn, fulfills them all, especially the music standards, very well. I think the opportunities in this content for students to participate, respond, create, and perform, as individuals, in small groups, and as an ensemble are excellent. The higher-level thinking, musical decision-making, creative risk-taking, and self-knowledge students will gain from this content is top-notch!

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:

Definitely. Useful for teachers and students at any experience level. If students have their own smart devices, even better! The volume of materials is astounding; choral programs that have already been built, and are strong K-12, can take this content and run with it; for those programs that are just beginning, and working to build a foundation, they can choose the content that best fits their program, and add more each year.

- 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 details provided on the student view reveal just enough, to keep them interested and engaged; the remainder of the content, provided by the teacher and his/her materials, fulfills the rest.

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:

Clearly, the content was composed with the standards in mind. For a beginning high school program, again, a teacher would need to pick and choose activities and explorations from this content; tackling all of it without a firm foundation in place would be too complex or difficult. For an established program, looking to expand beyond the rehearsal, this content is ideal - well-rounded, aligned and complex!

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:

Review comment 5B. If students have had a solid foundation in music prior to this course, the content is well-aligned to student abilities and grade level for juniors in high school. Conversely, if a high school choral program has no feeder program (like my district), and students are just beginning their music education at grade 9, this content, though age-appropriate, would be way beyond my students' ability level.

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

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

Justification:

The time period is unclear for me, in this content, and I do think it should be explicitly unpacked, especially for new teachers. If teachers teach in a block scheduling format, clearly that will affect their timeline, etc. Again, as an experienced teacher, I would pick and choose the activities I would use for each song or lesson, and fill in the rest on my own. If teaching solely this content and in the understood sequence that is laid out, I think more time is likely needed.

- C. Expertise for Content Development** 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

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

Justification:

Very well-rounded, and expertly presented: song selections, in both Choral sections and Sight Singing; history, culture, maps, audio recordings.

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

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

Justification:

The authors of this content would certainly draw me in, even if I weren't reviewing it! These authors are highly-respected and experienced musicians, writers, composers, arrangers, clinicians, and teachers themselves; I trust their work and their word, and it's clear they've chosen the highest quality content for each page of this curriculum.

- 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:

I did catch a typo or 2, but overall, very accurate, and excellent appearance. L3 Mixed CM: Unit 1: Student View: Apply & Close:

supportd

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:

Very positive, fun, visually pleasant to read and learn from. Info and song selections are appropriate and free of bias. In terms of objectivity, I'd love to see more song selections by the authors! Much of the sight singing was written by Emily Crocker, which is wonderful, since she writes this material so well, but I'd love to see some Rollo Dilworth tunes, since he's an author, as well. I think many of the standards and benchmarks for FL align perfectly to the culture, history, high musical level, and vocal range (literally and figuratively) of Dilworth's compositions and arrangements.

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:

Definitely. Very well-rounded. Good amount of solfege, as well as movement, left-brain and right-brain - nice variety.

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:

Yes - and this is refreshing! The history provided has already been researched, is deep enough to engage students, but not bore them, and is authentic!

**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:

Relevant and interesting. Literature chosen is authentic and composed/arranged by respected leaders in the field.

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:

The presentation is excellent! I enjoyed the opportunity to see the differences between the student view and teacher view - right on point.

**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:

This content can be extremely meaningful, if the delivery is in place. Again, there needs to be some language, or an opening video, for new teachers, that explains options for unpacking this content - that they can pick and choose which songs and activities to use, they can change up the sequence if they desire, and just like a recipe, they need to read through and plan out how they'll unpack it before showing up and aggressively trying to tell the students the information, rather than sharing it in a meaningful way.

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:

Most definitely! History, vocations, technology, languages, writing, reading, higher-level thinking, decision-making, math (theory) - it's all there!

**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:

This is certainly a plus of this content. It is difficult sometimes to get minority students excited about a spiritual or gospel tune, for example, when the teacher delivering the content is white and female. The content helps the teacher bridge that gap and dig in a bit more, with the students, unpacking together, rather than trying to do it alone.

**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:

### 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:

One of the features I like best about this content! So many activities and approaches to deliver material. Further, if a teacher chose to utilize even half of this content, it would still be extremely well-rounded, well-aligned, and provide an excellent musical foundation for students.

**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:

Logical and cohesive, without being predictable.

**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:

Consistent and logical, yes. Highly organized, yes. As for the sequence of teaching Units, I think there could be some clarifying language. For example, is the teacher expected to teach Unit 1 - all songs - simultaneously with Unit 2 - building the voice, and address terms and symbols later? If using the sight singing content, in conjunction with the choral content, how is it intended for those to align? As an experienced teacher, I would certainly pick and choose for myself and my own students, but in observing many first year teachers, they would likely begin at Unit 1 and teach every element verbatim before moving to Unit 2, perhaps not seeing the overarching ideas before starting. Some language to guide teachers and give them options would be helpful!

**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:

Visually very easy to read and follow. I liked seeing both the Teacher View and Student View, and it seemed there more colors and

variation in fonts and size in the Student View - this is right on point! Certainly age-appropriate, and I think students would really enjoy using this content; would not get bored, as they might if it were strictly in print.

**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:

There is certainly a lot of content! If a teacher was planning to utilize every item and activity in each lesson, I think it would be too much to perceive and deeply understand for the average high schooler. That said, I think it should be explicitly stated for beginning teachers, or beginning choral teachers, that each step/activity in each lesson is not required, and teachers can pick and choose what they use each day. For instance, if a high school choral teacher's middle school feeder program is very strong, and his/her students come to them in 9th grade with a firm musical foundation, this content, and each of its parts, would be ideal for a junior in Chorus. If students are just experiencing their first music class (ever!) as 9th graders, tackling each item and activity in each lesson in this content, without that foundation, would certainly be too much to take in at one time.

**Accessibility**6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

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

Justification:

The UDL questionnaire answers are extremely helpful, and insightful! The highlighting capabilities and assistive technology support options are fantastic. This blended content would help so many students!

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 terms of audio and visual, the presentation is stimulating, exciting, enjoyable, and accessible. I am confident students and teachers would enjoy using it!

## 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:

I like the 'Motivate' section in each Song (Teacher View), and while I think those activities do their job, I also think the Explore, Experience, Create, and Apply areas certainly serve to motivate students, as well.

**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:

True, but due to the number of materials, I think teachers have some options as to which Big Ideas those might be, from day to day. Depending on the level or focus of the chorus, the teacher may choose to use some of this content to bookend the class period, and solely rehearse music for the remainder; even so, the Big Ideas in this content are clear, well-rounded, and well-aligned to standards, so the teachers and kids win either way!

**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:

I like the opening slide for students with the lesson overview. It's colorful and clear, and short enough, so students have an advanced organizer, and an idea of where they're headed that day, but not too many words, or slides, or ideas.

**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:

In fact, I think the material is fun and stimulating enough, that students would like to go ahead, if the content/program allowed!

## 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 content is adaptable and supportive; that's why I love the variety of activities and assessments so much! This content could certainly guide students if they wanted to go ahead a lesson, or if a substitute teacher was required for the day; teachers can also pick and choose which assessments or exercises to use, knowing that whichever they choose, everything in this content is high quality and well-written. Furthermore, this content can stand on its own as a guide for the course, certainly not in place of a teacher, but helping the teacher be a 'guide on the side,' encouraging independence for students at all levels and learning styles.

**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:

I am pleased to see a good amount of kinesthetic assessments and activities for students, in addition to reading, writing, research, and audio and visual exercises.

## 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:

All of the activities are highly organized! Even if teachers had not planned on incorporating each one on a given day, they could easily add in another on the spot, and the exercise could be successful. All the materials are included - no copies to make, or videos to look for; everything is in one place, which is fantastic for students, teachers, parents, and administrators.

**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:

Yes! This is huge for beginning teachers, or as is so common now, music teachers teaching outside their specialty (band directors teaching chorus, etc.). This content has already targeted those 'tried and true' strategies and seamlessly incorporated them into Voices in Concert. The blended/interactive part of this content already draws students in, then the sequence of left brain and right brain activities keeps them engaged and gives them multiple opportunities to learn, practice, improve and understand.

## 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, because the objectives were written with the end - desired results - in mind!

**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:

Definitely. The checkpoints and activities throughout the lesson clearly align with the objectives stated on the opening Overview slide.

## 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, and the assessment strategies are incorporated in a seamless way, which is refreshing. I like that the assessments are varied, in terms of tasks, and in placement within the lesson. For instance, they are not always a written quiz, or an essay. They often include singing individually, working in a group, reading or watching a video, or composing or arranging. These variations keep the content fun

and lighthearted for both teacher and student.

**Universal Design for Learning**<sup>12</sup>. 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:

Absolutely. The UDL questionnaire and answer sheet wonderfully highlights all of the extras this content includes, to ensure that every student has an opportunity to learn, grasp, practice, and understand this material. FYI - if the UDL document had not been included in this content, I would not have been aware of all of these fantastic add-ons!

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:

Most definitely. There are examples of differentiated instruction all over in this content, therefore ensuring that every learning style and every student are being reached, and can transfer this content to another area of their life.

## Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: [http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS\\_ccdefinitions\\_140711.pdf](http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf)

For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **LAFS.910.SL.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

Justification:

Many opportunities for discussion, and I especially like the language above, demonstrating differentiated instruction - one-on-one, groups and teacher-led. Age-appropriate, as well, which is refreshing, because this content will get students excited, make them dig deeper, but also give them a push.

2. **DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

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

Justification:

I think this content supports this standard, though ultimately, the teacher's feeling tone and instruction will reveal if these understandings are in place.

3. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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

Justification:

4. **LAFS.910.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 9–10 texts and topics.

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

Justification:

The overall visual design of this content, and the information in each slide/section, supports this standard well.

5. **LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Justification:

Love the media sources in this content, but pleased that it's not overwhelming - just enough.

6. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Justification:

I think this is an important standard, but I cannot find enough instances in the content for a 5.

7. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

Justification:

Content is very clear, organized, full of substance. Sequence is excellent.

8. **LAFS.910.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:

Many opportunities for writing - not just short journal entries, but descriptive, well thought-out, 'demonstrate your understanding' activities. If teacher is clear on expectations, writing could be extremely powerful.

9. **LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

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

Justification:

10. **MU.912.C.1.1:** Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

**Remarks/Examples:**

e.g., listening maps, active listening, checklists

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

Justification:

Absolutely. The fact that the videos and recording are already included, in addition to strategies to practice active listening, makes this a very strong element of the content.

11. **MU.912.C.1.2:** Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

**Remarks/Examples:**

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

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

Justification:

Again, the content is provided. If a teacher would have to supplement recordings and composer notes, etc. on his/her own, the lesson may not be as meaningful, or 'on time' within the sequence, depending on the teacher's schedule, etc.

12. **MU.912.C.1.4:** Compare and perform a variety of vocal styles and ensembles.

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

Justification:

Literature provided is excellent, high-quality, and authentic.

13. **MU.912.C.2.1:** Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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

Justification:

By far, one of the best parts of this content - encouraging students to complete individual recordings of themselves for assessment, AND the outstanding vocal models on the included recordings, as a model for students (and teachers who are not singers).

14. **MU.912.C.2.2:** Evaluate performance quality in recorded and/or live performances.

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

Justification:

See 13.

15. **MU.912.C.2.3:** Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

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

Justification:

16. **MU.912.C.3.1:** Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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

Justification:

Audio recordings, yes, but perhaps more videos provided for students to critique?

17. **MU.912.F.3.1:** Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

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

Justification:

The teacher could certainly drive this idea home in a number of lessons, but I especially like Unit 4 on music vocations, and music in society and culture. It's an excellent overview, yet still gets everything in, and is sure to engage students, get conversations going, and widening perspectives.

18. **MU.912.F.3.2:** Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

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

Justification:

19. **MU.912.F.3.3:** Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

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

Justification:

Certainly a plus of the blended learning design, that students have their own device, can record themselves singing or performing, and will likely be inspired and encouraged to go ahead in this content, because it's fun and interesting!

20. **MU.912.H.1.1:** Investigate and discuss how a culture's traditions are reflected through its music.

**Remarks/Examples:**

e.g., patriotic, folk, celebration, entertainment, spiritual

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

Justification:

Great range of choices in literature, and again, the history and background has already been researched, generally speaking, so teachers and students can spend time investigating, discussing, unpacking, and exploring further, rather than looking for facts.

21. **MU.912.H.2.1:** Evaluate the social impact of music on specific historical periods.

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

Justification:

22. **MU.912.H.3.1:** Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

**Remarks/Examples:**

e.g., acoustics, sound amplification, materials, mechanics

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

Justification:

Included and in alignment -just enough. If students wish to dig deeper in these topics, they can.

23. **MU.912.O.1.1:** Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

**Remarks/Examples:**

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

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

Justification:

These elements, and other music theory concepts, are fundamental throughout the content (as they should be) - not just in one area or sprinkled here and there. It's nice to see each lesson rooted in these concepts without being too bland, too long, etc.

24. **MU.912.O.2.1:** Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

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

Justification:

Many opportunities to practice this!

25. **MU.912.O.3.1:** Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

**Remarks/Examples:**

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

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

Justification:

Provided recordings and scores give students a firm foundation for analyzing musical works, as well as listening and reviewing said works individually after class, if necessary or desired. Again, the blended learning is a wonderful plus of this content, especially for analysis and expression.

26. **MU.912.O.3.2:** Interpret and perform expressive elements indicated by the musical score and/or conductor.

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

Justification:

See 25.

27. **MU.912.S.1.1:** Improvise rhythmic and melodic phrases over harmonic progressions.

**Remarks/Examples:**

e.g., using text or scat syllables

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

Justification:

The jazz lessons, content, and songs are excellent.

28. **MU.912.S.1.4:** Perform and notate, independently and accurately, melodies by ear.

**Remarks/Examples:**

e.g., singing, playing, writing

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

Justification:

Again, many opportunities for students to sing, play, and write individually, in small groups, and as an ensemble!

29. **MU.912.S.2.1:** Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Remarks/Examples:**

e.g., memorization, sequential process

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

Justification:

30. **MU.912.S.2.2:** Transfer expressive elements and performance techniques from one piece of music to another.

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

Justification:

Hearing authentic recordings with healthy singers help set the example for students, here.

31. **MU.912.S.3.1:** Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

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

Justification:

Repertoire is excellent - varied, authentic, age-appropriate.

32. **MU.912.S.3.2:** Sight-read music accurately and expressively to show synthesis of skills.

**Remarks/Examples:**

e.g., musical elements, expressive qualities, performance technique

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

Justification:

Sight-singing resources are fantastic! I love that there are songs, in addition to exercises.

33. **MU.912.S.3.3:** Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

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

Justification:

In alignment and just enough. If students or teachers desire more dictation, etc., there are plenty of lessons they could add it in.

34. **MU.912.S.3.4:** Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

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

Justification:

In alignment, but could be included in more areas.

35. **MU.912.S.3.5:** Develop and demonstrate proper vocal or instrumental technique.

**Remarks/Examples:**

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

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

Justification:

Definitely. In alignment and many opportunities to practice!

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

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