


INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: While the materials fall short in some content areas they are mainly failures to provide more in depth information on how music of America was influenced by other cultures, and how the lessons are connected to the other disciplines. It definitely provides a broad range of music styles, cultures, and genres. My biggest complaint is that the materials presume that the teacher plays guitar and can easily translate how to play to his/her students. This is not the case. Likewise, the accompaniment pages do not provide the full staff. There are plenty of music teachers who were vocal majors and may find it more difficult to play these accompaniments without benefit of a full staff. It didn't save any space leaving them out so I can't understand the benefit of having done so. The keyboard and guitar lessons also presume that every classroom has these resources and that there are plenty of them to go around so as not to lose the class when giving individual instruction. I also feel several of the lessons are too difficult in their concepts (or at least too in -depth) at this level unless there has been a strong foundation established on which to build. I believe that lower performing schools may find some of the material is too rigorous for their populations due to the amount of reading and comprehension skills necessary to accomplish daily goals. It was also difficult to find the correlations between the curriculum and the lessons as there are no page numbers or lesson plan numbers associated with the correlation page.

Notation: The use of guitars and keyboards is the subject of several lessons on this grade level. These lessons may require additional time or may need to be severely reworked or skipped over entirely for some populations, due to the difficulty of the material. Additionally, the lessons are written verbatim- teachers should take heed to study the material well in advance of class time. The structure of the lessons makes it difficult to sway from them and to add additional material without planning well in advance.

Material for Review

Course: M/J Exploring Music 2 (1301100)

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

Copyright: 2016

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

Grade Level: 6 - 8

Content

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

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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the

evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Music, Dance, Theatre, Visual Art K-12 Specifications Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

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

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

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

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:

Though most of the material is aligned, some of it may go too far in depth to be understood by most students at this level. I again use the example of the guitar lessons. Presuming the teacher knows how to play, the lessons requiring the student to move between several chords is a reach. The same is true for keyboard but perhaps a degree simpler than that of guitar.

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 lessons are so specific they lack any degree of creativity on the part of the teacher. To vary from the "script" would be to virtually destroy the entire lesson.

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:

Slide shows offer in-depth information on many of the subjects explored.

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:

Some lessons are simply too difficult due to their level of concentration.

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 lessons are simply too difficult due to their level of concentration.

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:

Some lessons are simply too difficult due to their level of concentration especially given the amount of time for the typical lesson.

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:

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

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

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

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

Justification:

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

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

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

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

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 lessons are simply too difficult due to their level of concentration.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
There are many different styles of music used which help relate the materials to a broad spectrum of learners.

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:
There are connections made to the other disciplines including language arts and ELL.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

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

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

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

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

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

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:

Verbatim instruction is provided for the lesson.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

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

Justification:

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

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

Justification:

There is a great deal of consistency in the lessons. Each one includes an instructional activity, vocal tracks, accompaniment tracks, an assessment activity, and are based around one or two songs.

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:

Some of the lessons were quite "wordy" and contained some content that may be too difficult for this level. Should this material be adopted it should be expected that it may take the teacher several years to get the students up to the speed and intensity of the course. Unless the teacher has established a foundation of understanding upon which to build the material will be too difficult in its first few years of adoption for most schools with a C-F rating.

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:

Some of the lessons were much too complicated and would be confusing to some students. Ex: there are several guitar lessons. The publisher presumes that the teacher is skilled in playing the guitar and therefore could explain how to play several chords on it. Unless guitar is addressed in an earlier grade level this would be very difficult to teach- especially given the time constraints of many classrooms. It also presumes there are enough guitars for everyone in the class to play. If there are not, the teacher stands to lose the interest of the rest of the class as he/she assists the one or two students who have instruments.

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 materials do include some braille and allow for the teacher to teach to individuals as long as there are computers available for those students to access.

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:

There is plenty of material and the lessons are written verbatim for the teacher. Materials align with the curriculum but may have elements that are too difficult for lower performing schools or those without a host of resources.

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:

Some lessons include materials that are too difficult to understand either because there is too much information to be processed in one lesson or because the material is too demanding unless a strong foundation has already been established. This may prove a problem for lower performing schools or those with limited resources (i.e. instruments, computers, etc)

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:

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:

Materials include assessment activities at the end of each lesson that help define the outcomes to be expected.

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:

Lessons ask pertinent questions and cover a broad spectrum of learning styles through interactive movement, games, and instrument choices.

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

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

E. Active Participation of 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 reiterate that while there are plenty of activities of varying types, some lessons may be too difficult at this grade level which may result in the disinterest of some student populations.

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:

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:
Extremely hands on and varied.

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

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

G. Targeted Assessment 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:
Each lesson has an assessment activity at the end of the lesson.

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:

There are games, movement, recorder, keyboard, guitar, and vocal activities. Higher level thinking skills are used through a series of questions posed by the teacher. Additionally, the music selections are from many regions of the world and offer a wide range of diverse options. There is even a link to NBC Learn as an extension of the lesson.

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 materials are wide ranging and offer students many opportunities to engage and learn.

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

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

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 During some lessons where material is examined too intensely for this grade there is a danger of losing student interest. This may happen in a handful of the prepared lessons.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**
 Justification:
 There is no reference for assisting students who are ELL except with the singing of some songs in different languages. There are no materials written in Spanish which is the predominant language teachers will need help with.

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

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

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Lessons are highly structured and do not allow for a lot of deviation. While there may be more avenues for questioning there may not be time to address those questions given the time allotment and complexity of some lessons. EX: In Unit1 L1 there is a reference to lighting of the stage for theatrical pieces. Students are to come up with a lighting schematic to express the mood of the song "Can't You Feel a Brand New Day." The exercise is quite challenging for students with no theater experience and may result in an extension of the class time in order to address questions on the subject.

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

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

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

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

No relevant evidence of this standard apparent.

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

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

Justification:

These items were usually evident in the main body of the teacher text and the subsequent instructional activities portion of the lesson.

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

Remarks/Examples:

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

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

Justification:

While the recordings are of a good quality and there are numerous opportunities for peer and individual performances, I saw little reference to students forming an opinion about a composers intent except in the context of the representation of different musical styles.

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

Remarks/Examples:

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

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

Justification:

Music covers a broad range of musical styles from classical to Broadway to world folk music in a variety of ensemble settings.

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

Remarks/Examples:

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

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

Justification:

Music covers a broad range of musical styles from unison to two part singing and various styles from jazz to pop.

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

Remarks/Examples:

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

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

Justification:

ensemble singing, tempo, vocal health and wellness, dynamics, blend, two part singing, texture and harmony, melody, timbre and tone coloring, phrasing, rounds and canons, speech pieces

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

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

Justification:

No/little reference to why a specific piece is a good example of a specific style only that it is representative of a style.

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

Remarks/Examples:

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

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

Justification:

Only reference for creator to consumer transfer is referenced in the interviews with people in different music careers. That is, composer, arranger, singer, engineer, etc.

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

Remarks/Examples:

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

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

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**
 Justification:
 I do not recall any material on this topic.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT
 Justification:
 Functions not really discussed, though there is some history mentioned.

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

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

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT
 Justification:
 While the history of some types of music is discussed there is no direct correlation between music of other cultures and its impact on American music.

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

Remarks/Examples:

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 rhythm patterns, syncopation, melodic direction, tonality, harmonic progression, timbre and vocal qualities, layered texture, form, instrumentation

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

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

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

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

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

Remarks/Examples:

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

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

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

Remarks/Examples:

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

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

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

Remarks/Examples:

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

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

Justification:

tempo markings, expression markings, phrasing, modes, timbre, rhythm, orchestration, dynamics, harmonics

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

Remarks/Examples:

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

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

Justification:

Instrumental

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

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

Justification:

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

Remarks/Examples:

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

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

Justification:

Basic themes, rhythmic patterns, melodic line, harmony, form

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

Remarks/Examples:

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

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

Justification:

Exceptional opportunities for creating musical performances.

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

Remarks/Examples:

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

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

Justification:

fingering, strumming, breathing, embouchure, tuning, posture, phrasing

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

Remarks/Examples:

e.g., error detection, interval reinforcement

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

Justification:

Several games allow students to apply their knowledge of rhythms to a familiar piece of music.

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