



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: The graphics, formatting and visual step-by-step directions make this curriculum very appropriate for this age group. I especially love the aspect of step-by-step art criticism in each lesson. This promotes a deep understanding of content. The online sources seem easy to maneuver. The magazine is a great way to add an additional source for lessons. I would like to see more integration between subjects. Also, I believe the Davis Digital Art Images (separate subscription) are a very important aspect of the curriculum and should be included with purchases or come standard so that teachers have access.

Material for Review

Course: Art – Grade 1 (5001020)

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

Copyright: 2014

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

Grade Level: K - 5

Content

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

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

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.

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- 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 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:

Overall, alignment is very strong. Very few aspects could use improvement.

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:

Information is presented in a very clear an logical sequence and formatting. Reading complexity is on target for students in this grade level.

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:

Curriculum allows for adaptation on teacher/student preferences. Materials for projects are standard or easy to access and suggestion on teaching easily allow for revisions for different student populations.

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 curriculum was detailed appropriately for this age group. The visual played a vital role in this.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

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

Justification:

The criticism sections specifically were great. These areas prompt for student interdependence and collaborative learning. The lessons provide guided learning and then a chance for independent learning.

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:

Complexity is appropriate for age. The step-by-step visuals are very important for this age group. I do think the text could increase in complexity more rapidly to match the students maturity and learning advancements throughout the school year.

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:

There is typically a quick textually based aspect coupled with a studio project that would allow for my classes to complete tasks successfully (I have 45 minute classes)

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 sources were brought in as well as from many different perspectives. I would love to see videos to couple several lessons.

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:

Absolutely. The magazine is great! I do think that the Davis Digital Art Images subscription images are a vital part of this and wish that it came standard with the class set.

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:

The content was very clear and logical. The visuals play such a vital role in the success of this curriculum.

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:

I did not view anything opinionated or politically inclined.

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:

Well done, but I would have liked to have seen a stronger emphasis on elements of art and principles of design.

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:

Everything I view was accurate and clear.

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:

Everything seemed to be up-to-date.

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

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

Justification:

The content is logically and relevantly presented in a way that students of this age will find approachable.

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 formatting and visuals were great throughout the materials for both teachers and students.

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:

Specific cultural examples were introduced and referred to. The structures provided for criticism were really great. These aspects took the curriculum to another level of effectiveness and alignment to higher order thinking standards and independent student learning.

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:

I would like to see more integrated learning prompted through the curriculum. While there were a few explicit lessons that discussed science/math, I want my students to see the connection between the arts and what they are learning in other subject areas. I don't believe this curriculum promotes that relationship as well as it could.

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:

I did not see/red any content that seemed biased.

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:

No issues

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:

Very well aligned. Again my only two aspects for improvement would be stronger subject integration and additional sources (videos/images).

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:

If I were teaching from this curriculum, I would also pull relevant videos from YouTube or (less likely) develop a slideshow presentation (which is facilitated with the Davis Digital Art Images subscription, although I do not know if the program is easy to access/use, how relevant, etc.)

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:

Components are aligned logically and make reference easy

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

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

Justification:

The materials are very consistent. I believe the formatting is perfect for this age group especially.

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:

LOVE the visual step by step directions especially! While discussion is prompted and facilitated VERY WELL, I noticed little specific prompting for student initiated questioning (which could very easily increase understanding as well as the complexity of thinking and is requested via at least 2 standards)

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:

This was done nicely. Lessons required slightly more reading towards the end of the text which was nice but could have been increased more dramatically.

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:

I noticed several accommodations for students with various disabilities.

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:

What is provided is great. I do wish there were regular video sources to refer to throughout the text/lessons. This would provide yet

another delivery approach in which many students respond well to.

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:

There are several sections that ask student to refer and reflect to their own lives. This motivates kids. Also, the hands on projects are naturally motivating for 90% of students.

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:

I did not notice Big Ideas specifically referenced, but I think the materials are cover the Big Ideas effectively nonetheless.

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:

The level of clarity in this curriculum is one of it's strongest points. The presentation, formatting and visuals are on point for this grade group.

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:

Yes. The visuals again were key. The step-by-step art criticism prompts are really great. I did notice there is a missing element. I did not find any instances of student generated questioning which is specified in at least 2 standards.

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:

I often notice options for accommodations.

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

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

Justification:

Hands on and step-by-step art criticism were key.

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 activities were aligned to content previously present. Good flow of curriculum.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

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

Justification:

Strategies align to instructional materials often found in other subject area materials.

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:

Presentation and activities were appropriate and familiar to students of this age.

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

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

Justification:

Materials provided rubrics to teachers. I do like to share this with students as well so I may recreate a simpler form of it to display on the projector or print for student to refer to.

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:

Teacher rubrics are thorough and accurately aligned

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

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

Justification:

Sources allow for and suggest accommodations where appropriate

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:

I believe this curriculum supports learning at a high level and makes teaching easier for the teacher

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

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

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

Justification:

Great, great job supported through the guided criticism sections in each lesson

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:

Instructional: Spanish vocabulary incorporated. Social: Great opportunities for communication, collaboration and cultural learning.

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

Remarks/Examples:

Injuries, arguments, hurt feelings, and pollution.

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

Justification:

There were specific section that referred to this. Regularly referenced throughout the teacher's edition but not in student

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

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

Justification:

Lesson activities were great in expressing and communicating ideas and aspects of lessons

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

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

Justification:

GREAT in depth questions are prompted for students to answer, but students are not prompted to ASK questions

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

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

Justification:

Again, nice in depth questions are prompted for students to answer, but students are not prompted to ASK questions

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

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

Justification:

The visuals and step-by-step drawing in this curriculum are outstanding. They take the curriculum to another level of effectiveness especially for this age group.

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

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

Justification:

Hands on project are facilitated and preceded by thorough introduction

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

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

Justification:

What's provided is strong but it should be more frequently presented

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

Remarks/Examples:

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

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

Justification:

What's provided is strong but it should be more frequently presented

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

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

Justification:

The curriculum consistently does a great job of incorporating culture and how culture is relevant to learning.

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

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

Justification:

Great job here. The text regularly prompts for personal reflection after initiating interest.

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

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

Justification:

Provides sources to refer to while prompting for interpretation and prior to prompting for reflection.

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

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

Justification:

Art criticism sections especially provide a strong emphasis on this

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

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

Justification:

Hands on projects specifically call for use of various materials and techniques

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

Remarks/Examples:

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

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

Justification:

Vocabulary integration was strong. The vocabulary section were nice.

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

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

Justification:

Ample pieces were presented for various use although I did not notice explicit differentiation between the terms aesthetic, utilitarian, natural

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

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

Justification:

Great variety in media and incorporation of specifically real and imaginary ideas

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

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

Justification:

Art criticism section supports this very well

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

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

Justification:

This is discussed in text

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

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

Justification:
Very little reference

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

Remarks/Examples:

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

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

Justification:
I love the student sections dedicated to this. I would like to see videos to support it also and possibly suggestions for teacher set-up beyond the obvious

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

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

Justification:
Great graphics to make connections with students and it effectively pulls in aspects of Geography

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

Remarks/Examples:

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

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

Justification:
While the options to incorporate this are limited, they do exist. Students can practice suitable behavior through art criticism presentations

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

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

Justification:
Great, great job here through regular prompts of expression and reflection

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

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

Justification:
Artwork from various cultures and times are presented and include on a time line

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

Remarks/Examples:

e.g., plates, clothing, teapots

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

Justification:
These were discussed often although I did not notice the actual term utilitarian (this may be too complex of a word to expect understanding at this age)

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

Remarks/Examples:

e.g., museums, schools, businesses

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

Justification:
schools were discussed regularly and businesses were mentioned

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

Remarks/Examples:

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

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

Justification:
What is provided is strong and it is somewhat regular but I would like to see more integration

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

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

Justification:

I would prefer a stronger reference to this and the relationship between these aspects

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

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

Justification:

Very strong aspect of this curriculum mostly through structured prompts of reflection and expression

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

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

Justification:

Very strong aspect of this curriculum mostly through structured prompts of reflection and expression

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

Remarks/Examples:

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

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

Justification:

Very appropriate for this grade group

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

Remarks/Examples:

e.g., media-specific techniques

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

Justification:

Visual step-by-step drawings were great

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

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

Justification:

Very strong aspect of this curriculum mostly through structured prompts of reflection and expression

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

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

Justification:

Vocabulary and prompt for reflection/expression

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

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

Justification:

I would like to see video to show correct usage/tips. This would make introduction and reinforcement of correct techniques simpler for teacher to effectively share

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

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

Justification:

Step-by-step directions for each hands on project

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

Remarks/Examples:

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

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

Justification:

The visuals show proper technique while allowing students to practice

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

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

Justification:

Good job but I would like an explanation as to the importance of good craftsmanship. For example, what happens if a furniture is made with poor craftsmanship, etc. Again, a video would be a great way to present this.

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

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

Justification:

I'd like to see videos

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

Remarks/Examples:

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

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

Justification:

Great job through reflection and answering questions

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