



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** I do recommend this program to be adopted for state use. The program is very well designed and organized for the classroom. This is a great resource for any elementary teacher and student in Florida. There are many activities and types of media designed for various learning types.

**Notation:** These materials are especially suited for the Elementary General Music classroom.

### Material for Review

**Course:** Music – Intermediate 1 (5013090)

**Title:** Quaver's General Music Florida Curriculum - Grade 3 , Edition: 16.1

**Copyright:** 2013

**Author:** QuaverMusic.com, LLC

**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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- 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:

The content has all the benchmarks listed in the lesson plans.

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:

This is designed for the correct level of the students.

3. A. The materials are adaptable and useful for classroom instruction.

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

Justification:

The materials are easy to use, thus easily adaptable to the classroom instruction.

**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:

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 level of difficulty matches the requirements, in some of the activities, the difficulty can be increased.

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:

yes

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 of the content may need to be modified based on the length of the class.

**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:

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

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

Justification:

**D. Accuracy of Content** 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

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

Justification:

The information is presented in a manner appropriate for the students in the grade.

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:

Yes the information is presented objectively.

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:

Yes the materials cover the information sufficiently.

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:  
yes

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 content is appropriate for the students that it was designed for.

**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:

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:

**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:  
No unfair biases are included.

**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:  
The materials cover the benchmarks and standards for the students designed for.

## 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:

**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:

Good job in creating lesson plan sequences that are realistic for music teachers.

**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:

I am impressed with the visuals on this program

**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:

Very good pace and teachers can add activities to enrich/ enhance the lesson.

**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 curriculum map is quite helpful

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:

This program is well put together. I particularly like the ease of navigation for the teacher. A teacher does not have to look very far to find the information needed.

## 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:

Wonderful diverse activities that encourage 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:

Each section is broken into digestible bites.

**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:

yes

**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:

Great guidance for teachers and students.

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:

yes

**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:

Kinesthetic activities for all learning styles.

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:

Very well organized and easy to follow.

**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:

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:

Very good.

**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:

Well aligned and there are a variety of assessments.

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:

The strategies are comprehensive

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

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

Justification:

This satisfies the learning requirements of students in 3rd Grade Music classes. This program is a very valuable resource for teachers and students.

## 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.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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

Justification:

2. **MU.3.C.1.1:** Describe listening skills and how they support appreciation of musical works.

**Remarks/Examples:**

e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists

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

3. **MU.3.C.1.2:** Respond to a musical work in a variety of ways and compare individual interpretations.

**Remarks/Examples:**

e.g., move, draw, sing, play, gesture, conduct

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

4. **MU.3.C.1.3:** Identify families of orchestral and band instruments.

**Remarks/Examples:**

e.g., strings, woodwinds, brass, percussion, keyboards

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
Unit on identification

5. **MU.3.C.1.4:** Discriminate between unison and two-part singing.

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

6. **MU.3.C.2.1:** Evaluate performances of familiar music using teacher-established criteria.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
Musical Periods section can accommodate this criteria

7. **MU.3.C.3.1:** Identify musical characteristics and elements within a piece of music when discussing the value of the work.

**Remarks/Examples:**

e.g., tempo, rhythm, timbre, form, instrumentation, texture

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

8. **MU.3.S.1.1:** Improvise rhythms or melodies over ostinati.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
Exercises to create their own as well as a lesson.

9. **MU.3.S.1.2:** Create an alternate ending to a familiar song.

**Remarks/Examples:**

e.g., dynamics, tempo, lyrics

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
Lesson in place covering musical terms

10. **MU.3.S.2.1:** Identify patterns in songs to aid the development of sequencing and memorization skills.

**Remarks/Examples:**

e.g., parts of a round, parts of a layered work

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

11. **MU.3.S.3.1:** Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.

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

12. **MU.3.S.3.2:** Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.

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

13. **MU.3.S.3.3:** Sing simple la-sol-mi-re-do patterns at sight.

**Remarks/Examples:**

e.g., reading from hand signs; reading from nontraditional or traditional notation

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

14. **MU.3.S.3.4:** Match simple aural rhythm patterns in duple and triple meter with written patterns.

**Remarks/Examples:**

e.g., 2/4, 3/4, 4/4

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

15. **MU.3.S.3.5:** Notate simple rhythmic and melodic patterns using traditional notation.

**Remarks/Examples:**

e.g., rhythmic: quarter notes, beamed eighth notes, half notes, quarter rests, half rests; melodic: la-sol-mi-do

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

16. **MU.3.O.1.1:** Identify, using correct music vocabulary, the elements in a musical work.

**Remarks/Examples:**

e.g., rhythm, pitch, timbre, form

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

17. **MU.3.O.1.2:** Identify and describe the musical form of a familiar song.

**Remarks/Examples:**

e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda

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

18. **MU.3.O.2.1:** Rearrange melodic or rhythmic patterns to generate new phrases.

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

19. **MU.3.O.3.1:** Describe how tempo and dynamics can change the mood or emotion of a piece of music.

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

20. **MU.3.H.1.1:** Compare indigenous instruments of specified cultures.



**Remarks/Examples:**

e.g., congas, dundun drums, maracas, dulcimer, darabukah

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

Justification:

21. **MU.3.H.1.2:** Identify significant information about specified composers and one or more of their musical works.

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

Justification:

22. **MU.3.H.1.3:** Identify timbre(s) in music from a variety of cultures.

**Remarks/Examples:**

e.g., metals, woods, shakers, strings, voice: adult, child

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

Justification:

23. **MU.3.H.2.1:** Discuss how music in America was influenced by people and events in its history.

**Remarks/Examples:**

e.g., slavery, expansion of railroad, jazz, war, politics

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

Justification:

24. **MU.3.H.3.1:** Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

**Remarks/Examples:**

e.g., in dance, visual art, language arts, pulse, rhythm, fluency

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

Justification:

25. **VA.3.H.1.3:** Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

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

Justification:

26. **MU.3.F.1.1:** Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.

**Remarks/Examples:**

e.g., sound carpets, original stories and poems, literary works

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

Justification:

27. **MU.3.F.2.1:** Identify musicians in the school, community, and media.

**Remarks/Examples:**

e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services

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

Justification:

28. **MU.3.F.2.2:** Describe opportunities for personal music-making.

**Remarks/Examples:**

e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music

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

29. **MU.3.F.3.1:** Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

**Remarks/Examples:**

e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups

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

30. **LAFS.3.SL.1.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

31. **LAFS.3.SL.1.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

32. **PE.3.C.2.2:** Understand the importance of safety rules and procedures in all physical activities.

**Remarks/Examples:**

An example of a safety procedure is wearing a helmet when riding a bicycle.

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

33. **DA.3.H.1.1:** Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.

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

34. **LAFS.3.RI.1.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

35. **PE.3.M.1.10:** Perform one dance accurately.

**Remarks/Examples:**

Some examples of dances are square, contra, step and social.

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

36. **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:

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