Art - Visual Arts

Effective November 2021 Rule 6A-1.09412, F.A.C.

# Art – Grade Kindergarten (#5001010) 2019 - 2022 (current)

Name	Description
VA.K.C.1.1:	Create and share personal works of art with others.
VA.K.C.2.1:	Describe personal choices made in the creation of artwork.
VA.K.C.2.2:	Identify media used by self or peers.
VA.K.F.1.1:	Experiment with art media for personal satisfaction and perceptual awareness.
VA.K.F.1.2:	Identify real and imaginary subject matter in works of art.
VA.K.F.2.1:	Describe where art ideas or products can be found in stores.
VA.K.F.3.1:	Create artwork that communicates an awareness of self as part of the community.
VA.K.H.1.1:	Describe art from selected cultures and places.
VA.K.H.1.2:	Follow directions for suitable behavior in an art audience.
VA.K.H.1.3:	Explain how art-making can help people express ideas and feelings.
VA.K.H.2.1:	Compare selected artworks from various cultures to find differences and similarities.
	Explore everyday objects that have been designed and created by artists.
VA.K.H.2.2:	Clarifications: e.g., artwork, utilitarian objects
VA.K.H.2.3:	Describe where artwork is displayed in school or other places.
	Express ideas related to non-art content areas through personal artworks.
VA.K.H.3.1:	Clarifications: e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics
VA.K.O.1.1:	Explore the placement of the structural elements of art in personal works of art.
VA.K.O.2.1:	Generate ideas and images for artworks based on memory, imagination, and experiences.
VA.K.O.3.1:	Create works of art to document experiences of self and community.
	Explore art processes and media to produce artworks.
VA.K.S.1.1:	Clarifications: e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint
VA.K.S.1.2:	Produce artwork influenced by personal decisions and ideas.
VA.K.S.2.1:	Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills
	Develop skills and techniques to create with two- and/or three- dimensional media.
VA.K.S.3.1:	Clarifications: e.g., media-specific techniques, eye-hand coordination, fine-motor skills
VA.K.S.3.2:	Practice skills to develop craftsmanship.
VA.K.S.3.3:	Handle art tools and media safely in the art room.
VA.K.S.3.4:	Identify artwork that belongs to others and represents their ideas.
MAFS.K.G.1.1:	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MAFS.K.G.1.3:	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MAFS.K.G.2.4:	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
MAFS.K.MD.1.2:	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
MAFS.K12.MP.5.1:	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,
	express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
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MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.SL.1.1:	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. Standard Relation to Course: Supporting
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SC.K.N.1.4:	Observe and create a visual representation of an object which includes its major features.
SC.K.P.9.1:	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.K.B.5.3:	Recognize the consequences of not following rules/practices when making healthy and safe decisions.  Clarifications: Injury to self and/or others.

#### VERSION DESCRIPTION

Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.

#### GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 5001010

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art – GRADE K Course Length: Year (Y)

Course Status: Course Approved Grade Level(s): K

Art Education (Elementary Grades 1-6)	
Art (Elementary and Secondary Grades K-12)	

# Art – Grade Kindergarten (#5001010) 2022 - And Beyond

Namo	Description
	Create and share personal works of art with others
VA.K.C.1.1.	Describe personal choices made in the creation of artwork
VA.K.C.2.1.	Identify media used by solf or peors
VA.K.6.2.2.	Experiment with art media for personal satisfaction and percentual awareness
VA K F 1 2:	Identify real and imaginary subject matter in works of art
VA K F 2 1	Describe where art ideas or products can be found in stores
VA.K.F.3.1:	Create artwork that communicates an awareness of self as part of the community.
VA.K.H.1.1:	Describe art from selected cultures and places.
VA.K.H.1.2:	Follow directions for suitable behavior in an art audience.
VA.K.H.1.3:	Explain how art-making can help people express ideas and feelings.
VA.K.H.2.1:	Compare selected artworks from various cultures to find differences and similarities.
	Explore everyday objects that have been designed and created by artists.
VA.K.H.2.2:	Clarifications: e.g., artwork, utilitarian objects
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VA.K.O.1.1:	Explore the placement of the structural elements of art in personal works of art.
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	Explore art processes and media to produce artworks.
VA.K.S.1.1:	Clarifications: e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint
VA.K.S.1.2:	Produce artwork influenced by personal decisions and ideas.
VA.K.S.2.1:	Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills
	Develop skills and techniques to create with two- and/or three- dimensional media.
VA.K.S.3.1:	Clarifications: e.g., media-specific techniques, eye-hand coordination, fine-motor skills
VA.K.S.3.2:	Practice skills to develop craftsmanship.
VA.K.S.3.3:	Handle art tools and media safely in the art room.
VA.K.S.3.4:	Identify artwork that belongs to others and represents their ideas.
	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
MA.K12.MTR.2.1:	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	Clarifications:         Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:         Help students make connections between concepts and representations.         Provide opportunities for students to use manipulatives when investigating concepts.         Guide students from concrete to pictorial to abstract representations as understanding progresses.         Show students that various representations can have different purposes and can be useful in different situations.

	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications:
	<ul> <li>Help students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.  <ul> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul> </li> </ul></li></ul>
	Indicate how various concepts can be applied to other disciplines.  Cite evidence to explain and justify reasoning.

	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SC.K.N.1.4:	Observe and create a visual representation of an object which includes its major features.
SC.K.P.9.1:	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
HE.K.B.5.3:	Clarifications: Injury to self and/or others.

#### VERSION DESCRIPTION

Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.

#### **GENERAL NOTES**

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 5001010

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art – GRADE K Course Length: Year (Y)

Course Status: State Board Approved Grade Level(s): K

### **Educator Certifications**

Art Education (Elementary Grades 1-6) Art (Elementary and Secondary Grades K-12)

# Art - Grade 1 (#5001020) 2019 - 2022 (current)

Name	Description
VA.1.C.1.1:	Create and discuss works of art that convey personal interests.
VA.1.C.1.2:	Gather clues to help interpret and reflect on works of art.
VA.1.C.2.1:	Describe visual imagery used to complete artwork.
VA.1.C.2.2:	Use various media or techniques to learn how changes affect the completed artwork.
	Identify vocabulary that is used in both visual art and other contexts.
VA 1 C 3 1	Clarifications:
	e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science
VA 1 C 3 2·	Distinguish between artwork, utilitarian objects, and objects from nature
VA 1 F 1 1	Use various art media and real or imaginary choices to create artwork
VA 1 F 1 2	Identify how classmates solve artistic problems
VA 1 F 2 1	Evolain how artists impact the appearance of items for sale in stores
VA 1 F 3 1	Describe the use of art to share community information
VA.1.1.3.1.	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st century skills
VA.1.F.3.2:	Clarifications:
	e.g., set-up, clean-up, use of materials
VA.1.H.1.1:	Discuss how different works of art communicate information about a particular culture.
	Discuss suitable behavior expected of audience members.
VA.1.H.1.2:	Clarifications:
	e.g., museum visits, artist presentations, school programs, assemblies
VA.1.H.1.3:	Describe ways in which artists use their work to share knowledge and life experiences.
VA.1.H.2.1:	Compare artworks from different cultures, created over time, to identify differences in style and media.
	Identify objects of art that are used every day for utilitarian purposes.
VA 1 H 2 2·	Clarifications
	e.g., plates, clothing, teapots
	Identify places in which artworks may be viewed by others
VA.1.H.2.3:	Clarifications:
	e.g., museums, schools, businesses
	Identify connections between visual art and other content areas.
VA.1.H.3.1:	Clarifications:
	e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies
VA.1.0.1.1:	Identify and use the structural elements of art and organizational principles of design to support artistic development.
VA.1.0.2.1:	Create imagery and symbols to express thoughts and feelings.
VA.1.0.3.1:	Use personal symbols in artwork to document surroundings and community.
	Experiment with art processes and media to express ideas.
VA.1.S.1.1:	Clarifications:
	e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
VA 1 S 1 2·	Clarifications
VA.1.3.1.2.	e.g., media-specific techniques
VA 1 5 1 2.	Create works of art to tall a parsonal stary
VA.1.5.1.5.	Use accurate art vecabulary to communicate ideas about art
VA.1.3.1.4.	Dise accurate art vocabulary to communicate lucas about art.
VA.1.3.2.1.	Describe the steps used in art production
VA.1.J.Z.Z.	Practice skills and techniques to create with two, and/or three-dimensional media
VA.1.5.3.1:	Clarifications:
	e.g., eye-hand coordination, fine-motor skins
VA.1.S.3.2:	Discuss the qualities of good craftsmanship.
VA.1.S.3.3:	Demonstrate safety procedures for using art tools and materials.
	Identify and be respectful of artwork that belongs to others and represents their ideas.
VA.1.S.3.4:	Clarifications:
	e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LAFS 1 SL 1 1.	b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	c. Ask guestions to clear up any confusion about the topics and texts under discussion.

	Standard Relation to Course: Supporting
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.
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.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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.
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.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Recognize health consequences for not following rules.
HE.1.C.2.4:	Clarifications: Injuries, arguments, hurt feelings, and pollution.
SC.1.L.14.1:	Make observations of living things and their environment using the five senses.
SS.1.A.2.1:	Understand history tells the story of people and events of other times and places.

#### VERSION DESCRIPTION

Grade one art includes experimenting with a variety of concepts and ideas in art and digital media and processes while using materials correctly and safely to convey personal interests. Students use accurate art vocabulary, terms, and procedures during the creative process to describe and talk about their work.

#### GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Course Number: 5001020

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art - Grade 1 Course Length: Year (Y)

Course Status: Course Approved Grade Level(s): 1

Art Education (Elementary Grades 1-6)	
Art (Elementary and Secondary Grades K-12)	

# Art - Grade 1 (#5001020) 2022 - And Beyond

Name	Description
VA.1.C.1.1:	Create and discuss works of art that convey personal interests.
VA.1.C.1.2:	Gather clues to help interpret and reflect on works of art.
VA.1.C.2.1:	Describe visual imagery used to complete artwork.
VA.1.C.2.2:	Use various media or techniques to learn how changes affect the completed artwork.
	Identify vocabulary that is used in both visual art and other contexts.
VA.1.C.3.1:	Clarifications:
	e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science
VA 1 C 3 2	Distinguish between artwork utilitarian objects, and objects from nature
VA.1.F.1.1:	Use various art media and real or imaginary choices to create artwork.
VA.1.F.1.2:	Identify how classmates solve artistic problems.
VA.1.F.2.1:	Explain how artists impact the appearance of items for sale in stores.
VA.1.F.3.1:	Describe the use of art to share community information.
	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.
	Clarifications
VA.1.1.3.2.	e a set-up clean-up use of materials
VA.1.H.1.1:	Discuss how different works of art communicate information about a particular culture.
	Discuss suitable benavior expected of audience members.
VA.1.H.1.2:	Clarifications:
	e.g., museum visits, artist presentations, school programs, assemblies
VA.1.H.1.3:	Describe ways in which artists use their work to share knowledge and life experiences.
VA.1.H.2.1:	Compare artworks from different cultures, created over time, to identify differences in style and media.
	Identify objects of art that are used every day for utilitarian purposes.
VA.1.H.2.2:	Clarifications:
	e.g., plates, clothing, teapots
	Identify places in which artworks may be viewed by others.
VA 1 H 2 3	Clarifications:
	e.g., museums, schools, businesses
	Identify connections between visual art and other content areas
VA.I.H.3.I:	Clarifications:
	e.g., mustrations in storybooks, art in music class materials, art created by people of other cultures in social studies
VA.1.0.1.1:	Identify and use the structural elements of art and organizational principles of design to support artistic development.
VA.1.0.2.1:	Create imagery and symbols to express thoughts and feelings.
VA.1.0.3.1:	Use personal symbols in artwork to document surroundings and community.
	Experiment with art processes and media to express ideas.
VA.1.S.1.1:	Clarifications:
	e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
VA.1.S.1.2:	Clarifications:
	e.g., media-specific techniques
VA.1.S.1.3:	Create works of art to tell a personal story.
VA.1.S.1.4:	Use accurate art vocabulary to communicate ideas about art.
VA.1.S.2.1:	Practice correct use of tools with various art media, techniques, and processes.
VA.1.S.2.2:	Describe the steps used in art production.
	Practice skills and techniques to create with two- and/or three-dimensional media.
VA.1.S.3.1:	Clarifications:
	e.g., eye-hand coordination, fine-motor skills
VA.1.S.3.2:	Discuss the gualities of good craftsmanship.
VA.1.S.3.3:	Demonstrate safety procedures for using art tools and materials.
	Identify and be respectful of artwork that belongs to others and represents their ideas.
VA.1.S.3.4:	Clarifications:
	e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy
	Mathematicians who participate in effortful learning both individually and with others
	Analyze the problem in a way that makes sense given the task
	Ask guestions that will help with solving the task
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>

	<ul> <li>Heip and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	Clarifications:         Teachers who encourage students to participate actively in effortful learning both individually and with others:         • Cultivate a community of growth mindset learners.         • Foster perseverance in students by choosing tasks that are challenging.         • Develop students' ability to analyze and problem solve.         • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	<ul> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop <b>students' ability to construct relationships between their current</b> understanding and more sophisticated ways of thinking. Assess the reasonableness of solutions.
	<ul> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> </ul>

M4 K12 MTR 6 1	<ul> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	<ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning. Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	<ul> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.3.1: ELA.K12.EE.4.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
ELA.K12.EE.3.1: ELA.K12.EE.4.1:	Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
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ELA.K12.EE.3.1: ELA.K12.EE.4.1: ELA.K12.EE.5.1:	Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.         Use the accepted rules governing a specific format to create quality work.         Clarifications:         Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.3.1: ELA.K12.EE.4.1: ELA.K12.EE.5.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.3.1: ELA.K12.EE.4.1: ELA.K12.EE.5.1: ELA.K12.EE.6.1:	Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.         Use the accepted rules governing a specific format to create quality work.         Clarifications:         Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.         Use appropriate voice and tone when speaking or writing.         Clarifications:         In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak
ELA.K12.EE.3.1: ELA.K12.EE.4.1: ELA.K12.EE.5.1: ELA.K12.EE.6.1: ELD.K12.ELL.SI.1:	Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations.         In grades 3-12, students engage in academic conversations.         Use the accepted rules governing a specific format to create quality work.         Clarifications:         Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.         Clarifications:         Itse appropriate voice and tone when speaking or writing.         Lise appropriate voice and tone when speaking or writing.         Lise appropriate voice and tone when speaking or writing.         Lise appropriate voice and tone when speaking or writing.
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ELA.K12.EE.3.1: ELA.K12.EE.4.1: ELA.K12.EE.5.1: ELA.K12.EE.6.1: ELD.K12.ELL.SI.1: HE.1.C.2.4: SC 1 L 14 1:	Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 3-12, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.         Use the accepted rules governing a specific format to create quality work.         Clarifications:         Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.         Use appropriate voice and tone when speaking or writing.         Clarifications:         In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we spea

# VERSION DESCRIPTION

Grade one art includes experimenting with a variety of concepts and ideas in art and digital media and processes while using materials correctly and safely to convey personal interests. Students use accurate art vocabulary, terms, and procedures during the creative process to describe and talk about their work.

#### **GENERAL NOTES**

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 5001020

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art - Grade 1 Course Length: Year (Y)

Course Status: State Board Approved Grade Level(s): 1

Art Education (Elementary Grades 1-6)	
Art (Elementary and Secondary Grades K-12)	

# Art - Grade 2 (#5001030) 2019 - 2022 (current)

Name	Description
VA.2.C.1.1:	Use the art-making process to communicate personal interests and self-expression.
VA.2.C.1.2:	Reflect on and discuss various possible meanings in works of art.
VA.2.C.2.1:	Use appropriate decision-making skills to meet intended artistic objectives.
	Identify skillful techniques used in works by peers and others.
VA.2.C.2.2:	Clarifications:
	e.g., painting, drawing, clay, collage, printmaking techniques
VA.2.C.2.3:	Use suggestions from others to modify the structural elements of art.
VA.2.C.3.1:	Use accurate art vocabulary to identify connections among visual art and other contexts.
VA.2.C.3.2:	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
VA.2.F.1.1:	Use imagination to create unique artwork incorporating personal ideas and selected media.
VA.2.F.1.2:	Explore the advantages of having multiple solutions to solve an artistic problem.
	Identify work created by artists and designers.
VA.2.F.2.1:	Clarifications:
	e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters
VA.2.F.3.1:	Describe the use of art to promote events within the school or community.
VA.2.F.3.2:	Work with peers to complete a task in art.
VA.2.F.3.3:	Use time effectively while focused on art production to show early development of 21st-century skills.
VA.2.H.1.1:	Identify examples in which artists have created works based on cultural and life experiences.
VA.2.H.1.2:	Distinguish between appropriate and inappropriate audience behavior.
VA.2.H.2.1:	Identify differences or similarities in artworks across time and culture.
	Identify objects from everyday life that have been designed and created using artistic skills.
VA.2.H.2.2:	Clarifications:
	e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings
VA.2.H.2.3:	Identify the physical features or characteristics of artworks displayed in the community.
	Describe connections made between creating with art ideas and creating with information from other content areas.
VA.2.H.3.1:	Clarifications:
	e.g., shapes and math, color mixing and science
VA.2.0.1.1:	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
VA.2.0.2.1:	Use personal experience to convey meaning or purpose in creating artworks.
VA.2.0.3.1:	Create personally meaningful works of art to document and explain ideas about local and global communities.
	Experiment with tools and techniques as part of art-making processes.
VA.2.S.1.1:	Clarifications:
	e.g., brush for details, fiber, series of prints, mixed media, clay
	Use diverse resources to inspire expression of personal ideas and experiences in works of art.
VA 2 S 1 2·	Clarifications
	e.g., media, new technology
VA 2 S 1 3·	Explore art from different time periods and cultures as sources for inspiration
VA 2 S 1 4	Lise accurate art vocabulary to discuss art
VA 2 S 2 1	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools
VA.2.S.2.2:	Follow sequential procedures focused on art production.
	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
VA 2 S 3 1·	Clarifications
	e.g., eye-hand coordination, fine-motor skills
	Demonstrate growth in craftsmanship through purposaful practice
VA.2.S.3.2:	
	Clarifications:
VA.2.S.3.3:	Follow directions for safety procedures and explain their importance in the art room.
	Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.
VA.2.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
MAES 2 G 1 1.	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles,
J.Z.U.I.I.	quadrilaterals, pentagons, hexagons, and cubes.
MAFS.2.G.1.3:	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and
	describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
MAFS.2.MD.1.1:	measure the length of an object to the hearest inch, toot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes
	ose appropriate tools strategioany.

MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
LAFS.2.SL.1.1:	<ul> <li>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>
	Standard Relation to Course: Supporting
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Explain the ways that rules make the classroom, school, and community safer.
HE.2.C.2.4:	Clarifications: Walking not running, waiting your turn, and following traffic laws.
SC.2.N.1.5:	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

# VERSION DESCRIPTION

Grade two art includes experimenting with a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process. Attributes of artworks from individuals, cultures, and time are identified, described, and discussed.

#### GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 5001030

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art - Grade 2 Course Length: Year (Y)

Course Status: Course Approved Grade Level(s): 2

Art Education (Elementary Grades 1-6)	
Art (Elementary and Secondary Grades K-12)	

# Art - Grade 2 (#5001030) 2022 - And Beyond

Name	Description
VA.2.C.1.1:	Use the art-making process to communicate personal interests and self-expression.
VA.2.C.1.2:	Reflect on and discuss various possible meanings in works of art.
VA.2.C.2.1:	Use appropriate decision-making skills to meet intended artistic objectives.
	Identify skillful techniques used in works by peers and others.
VA.2.C.2.2:	Clarifications:
	e.g., painting, drawing, clay, collage, printmaking techniques
VA.2.C.2.3:	Use suggestions from others to modify the structural elements of art.
VA.2.C.3.1:	Use accurate art vocabulary to identify connections among visual art and other contexts.
VA.2.C.3.2:	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
VA.2.F.1.1:	Use imagination to create unique artwork incorporating personal ideas and selected media.
VA.2.F.1.2:	Explore the advantages of having multiple solutions to solve an artistic problem.
	Identify work created by artists and designers.
VA.2.F.2.1:	Clarifications:
	e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters
VA.2.F.3.1:	Describe the use of art to promote events within the school or community.
VA.2.F.3.2:	Work with peers to complete a task in art.
VA.2.F.3.3:	Use time effectively while focused on art production to show early development of 21st-century skills.
VA.2.H.1.1:	Identify examples in which artists have created works based on cultural and life experiences.
VA.2.H.1.2:	Distinguish between appropriate and inappropriate audience behavior.
VA.2.H.2.1:	Identify differences or similarities in artworks across time and culture.
	Identify objects from everyday life that have been designed and created using artistic skills.
VA.2.H.2.2:	Clarifications:
	e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings
VA.2.H.2.3:	Identify the physical features or characteristics of artworks displayed in the community.
	Describe connections made between creating with art ideas and creating with information from other content areas.
VA 2 H 2 1·	Clarifications
VA.Z.H.3.1:	e.g., shapes and math, color mixing and science
VA 2 0 1 1	
VA.2.0.1.1:	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
VA.2.0.2.1.	Create personal experience to convey meaning or purpose in creating artworks.
VA.2.0.3.1.	Every personally meaning of works of all to document and explain ideas about local and global communities.
VA.2.5.1.1:	ciannications:
	Use diverse resources to inspire expression of personal ideas and experiences in works of art.
VA.2.S.1.2:	Clarifications: e.g., media, new technology
VA.2.S.1.3:	Explore art from different time periods and cultures as sources for inspiration.
VA.2.S.1.4:	Use accurate art vocabulary to discuss art.
VA.2.S.2.1:	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
VA.2.S.2.2:	Follow sequential procedures focused on art production.
	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
VA.2.S.3.1:	Clarifications:
	e.g., eye-hand coordination, fine-motor skills
	Demonstrate growth in craftsmanship through purposeful practice.
VA.2.S.3.2:	Clarifications:
VA.2.S.3.3:	Follow directions for safety procedures and explain their importance in the art room.
	Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.
VA.2.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
WA.KTZ.WER.T.T:	Clarifications:
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	<ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Choose a representation based on the given context or purpose.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.
MA.K12.MTR.6.1:	<ul> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>

C T	Clarifications:         Feachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
AF M MA.K12.MTR.7.1: C	<ul> <li>pply mathematics to real-world contexts.</li> <li>lathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Perovide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
Ci C K fr 2 Ir ELA.K12.EE.1.1: 4 9 9	Ite evidence to explain and justify reasoning.         Clarifications:         C1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details room the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         C-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.         n 3rd grade, students should use a combination of direct and indirect citations.         I-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly guided, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide efferenced by the instructor.         0-8 Students continue with previous skills and use a style guide to create a proper citation.         0-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1: C	ead and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1: S	The provided and the production of the product of t
ELA.K12.EE.4.1:	se appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications:  n kindergarten, students learn to listen to one another respectfully. n grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because," The ollaborative conversations are becoming academic conversations.  n grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
LIS ELA.K12.EE.5.1: M d	se the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they nust receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to lo quality work.
ELA.K12.EE.6.1:	se appropriate voice and tone when speaking or writing. Clarifications: n kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends liffers from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1: Er	nglish language learners communicate for social and instructional purposes within the school setting. xplain the ways that rules make the classroom, school, and community safer.
SC.2.N.1.5;	Valking not running, waiting your turn, and following traffic laws. Istinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

Grade two art includes experimenting with a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process. Attributes of artworks from individuals, cultures, and time are identified, described, and discussed.

## GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 5001030

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art - Grade 2 Course Length: Year (Y)

Course Status: State Board Approved Grade Level(s): 2

Art Education (Elementary Grades 1-6)	
Art (Elementary and Secondary Grades K-12)	

# Art – Intermediate 1 (#5001040) 2019 - 2022 (current)

Name	Description
VA.3.C.1.1:	Use the art-making process to develop ideas for self-expression.
VA.3.C.1.2:	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
VA.3.C.2.1:	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2:	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3:	Use constructive criticism to improve artwork.
VA.3.C.3.1:	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
VA.3.C.3.2:	Describe the connections between visual art and other contexts through observation and art criticism.
VA.3.C.3.3:	Explain the similarities and differences between artworks and utilitarian objects.
VA.3.F.1.1:	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
VA.3.F.1.2:	Explore the effects and merits of different solutions to solve an artistic problem.
VA.3.F.2.1:	Identify places where artists or designers have made an impact on the community.
VA.3.F.3.1:	Create artwork that communicates an awareness of events within the community.
	Collaborate to complete a task in art.
VA.3.F.3.2:	Clarifications: e.g., mural, mosaic
VA.3.F.3.3:	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
VA.3.H.1.1:	Describe cultural similarities and differences in works of art.
VA.3.H.1.2:	Describe the importance of displaying suitable behavior as part of an art audience.
VA.3.H.1.3:	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
VA.3.H.2.1:	Compare differences or similarities in artworks across time and culture.
VA.3.H.2.2:	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
	Describe various venues in which artwork is on display for public viewing.
V∆знэз∙	Clarifications
VA.J.11.2.J.	e.g., museums, galleries, restaurants, virtual tours
VA.3.H.3.1:	Discuss now knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
VA.3.0.1.1:	Demonstrate now the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.3.0.2.1:	Use creative and innovative ideas to complete personal artworks.
VA.3.U.3.1:	Use symbols, visual language, and/or written language to document self or others.
VA.3.3.1.1.	Iso diverse resources to inspire artistic expression and achieve varied results
VA.3.S.1.2:	Clarifications: e.g., media center, technology, print materials
	Incornorate ideas from art examplars for specified time periods and cultures
VA 2 C 1 2	
VA.3.5.1.3:	clarifications:
	e.g., concepts, technique, media, subject matter
VA.3.S.1.4:	Choose accurate art vocabulary to describe works of art and art processes.
VA.3.S.2.1:	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
VA.3.S.2.2:	Follow procedures, focusing on the art-making process.
VA.3.S.3.1:	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
VA.3.S.3.2:	Develop craftsmanship skills through repeated practice.
VA.3.S.3.3:	Work within safety guidelines while using tools, media, techniques, and processes.
VA.3.S.3.4:	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
LAFS.3.RL.3.7:	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	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.
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about
	the topic to explore ideas under discussion.
LAFS.3.SL.1.1:	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the
	topics and texts under discussion).
	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	d. Explain their own ideas and understanding in light of the discussion.
	Standard Relation to Course: Supporting
	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually,
LAFS.3.5L.1.2:	quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
MAES 3 G 1 2.	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts
Wint 0.0.0.1.2.	with equal area, and describe the area of each part as 1/4 of the area of the shape.

	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
SC 3 P 8 3	Compare materials and objects according to properties such as size shape color texture and hardness
00.0.1 .0.0.	compare materials and objects according to properties such as size, shape, color, texture, and hardness.

## VERSION DESCRIPTION

Grade three\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Observation skills, prior knowledge, and art criticism skills are employed to reflect on and interpret works of art. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process.

# GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in **the series based on each group's prior experience, the benchmarks, and** available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

#### Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art - INTERM 1 Course Length: Year (Y)

Course Status: Course Approved Grade Level(s): K,1,2,3,4,5,PreK

Art	Education (Elementary Grades 1-6)	
Art	(Elementary and Secondary Grades K-12)	

# Art – Intermediate 1 (#5001040) 2022 - And Beyond

Name	Description
VA.3.C.1.1:	Use the art-making process to develop ideas for self-expression.
VA.3.C.1.2:	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
VA.3.C.2.1:	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2:	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3:	Use constructive criticism to improve artwork.
VA.3.C.3.1:	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
VA.3.C.3.2:	Describe the connections between visual art and other contexts through observation and art criticism.
VA.3.C.3.3:	Explain the similarities and differences between artworks and utilitarian objects.
VA.3.F.1.1:	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
VA.3.F.1.2:	Explore the effects and merits of different solutions to solve an artistic problem.
VA.3.F.2.1:	Identify places where artists or designers have made an impact on the community.
VA.3.F.3.1:	Create artwork that communicates an awareness of events within the community.
	Collaborate to complete a task in art.
VA.3.F.3.2:	Clarifications:
	e.g., murai, mosaic
VA.3.F.3.3:	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
VA.3.H.1.1:	Describe cultural similarities and differences in works of art.
VA.3.H.1.2:	Describe the importance of displaying suitable behavior as part of an art audience.
VA.3.H.1.3:	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
VA.3.H.2.1:	Compare differences or similarities in artworks across time and culture.
VA.3.H.2.2:	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
	Describe various venues in which artwork is on display for public viewing.
VA.3.H.2.3:	Clarifications:
	e.g., museums, galleries, restaurants, virtual tours
VA.3.H.3.1:	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
VA.3.0.1.1:	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.3.0.2.1:	Use creative and innovative ideas to complete personal artworks.
VA.3.0.3.1:	Use symbols, visual language, and/or written language to document self or others.
VA.3.S.1.1:	Manipulate tools and media to enhance communication in personal artworks.
	Use diverse resources to inspire artistic expression and achieve varied results.
VA.3.S.1.2:	Clarifications:
	e.g., media center, technology, print materials
	Incorporate ideas from art exemplars for specified time periods and cultures
V/A 2 S 1 2.	Clarifications:
VA.3.3.1.3.	e.g., concepts, technique, media, subject matter
VA 2 C 1 4.	Chases accurate art vegebulary to describe works of art and art processor
VA.3.5.1.4:	Integrate the structural elements of est and escenizational prioresses.
VA.3.3.2.1.	Follow precedures focusing on the art making process.
VA.3.3.2.2.	Use materials, tools, and processes to achieve an intended result in two, and/or three dimensional artworks
VA.3.3.3.1.	Develop craftsmanship skills through rappated practice
VA 3 5 3 3	Work within safety guidelines while using tools media, techniques, and processes
VA 3 5 3 1.	Demonstrate awareness of convright laws to show respect for the ideas of others when creating art
VA.3.3.3.4.	Mathematicians who narticinate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stav engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Eoster perseverance in students by choosing tasks that are challenging
	<ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>
	Recognize students' effort when solving challenging problems.
	Mathematicians who demonstrate understanding by representing problems in multiple ways.
	Build understanding through modeling and using manipulatives.

MA.K12.MTR.2.1:	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications. Apply mathematics to real-world contexts.
	Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<ul> <li>Clarifications:</li> <li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li> </ul>
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SC.3.P.8.3:	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

#### VERSION DESCRIPTION

Grade three\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Observation skills, prior knowledge, and art criticism skills are employed to reflect on and interpret works of art. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process.

## GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should

select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

#### Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 5001040

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art - INTERM 1 Course Length: Year (Y)

Course Status: State Board Approved Grade Level(s): K,1,2,3,4,5,PreK

Art Education (Elementary Grades 1-6)	
Art (Elementary and Secondary Grades K-12)	

# Art – Intermediate 2 (#5001050) 2019 - 2022 (current)

Name	Description
VA.4.C.1.1:	Integrate ideas during the art-making process to convey meaning in personal works of art.
VA.4.C.1.2:	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
	Revise artworks to meet established criteria.
VA.4.C.2.1:	Clarifications:
	e.g., criteria set by teacher, student, or both
VA.4.C.2.2:	Use various resources to generate ideas for growth in personal works.
VA.4.C.2.3:	Develop and support ideas from various resources to create unique artworks.
VA.4.C.3.1:	Use accurate art vocabulary when analyzing works of art.
VA.4.C.3.2:	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.
VA.4.C.3.3:	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
VA.4.F.1.1:	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
VA.4.F.1.2:	Examine and apply creative solutions to solve an artistic problem.
VA.4.F.2.1:	Discuss how artists and designers have made an impact on the community.
VA.4.F.2.2:	Identify the work of local artists to become familiar with art-making careers.
	Create art to promote awareness of school and/or community concerns.
VA.4.F.3.1:	Clarifications:
	e.g., poster, billboard
VA.4.F.3.2:	Collaborate with peers in the art room to achieve a common art goal.
VA.4.F.3.3:	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
VA.4.H.1.1:	Identify historical and cultural influences that have inspired artists to produce works of art.
VA.4.H.1.2:	Identify suitable behavior for various art venues and events.
VA.4.H.1.3:	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
VA.4.H.1.4:	Identify and practice ways of showing respect for one's own and others' personal works of art.
VA.4.H.2.1:	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
VA.4.H.2.2:	Identify differences between artworks and utilitarian objects.
	Identify reasons to display artwork in public places.
VA.4.H.2.3:	Clarifications:
	e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.
VA.4.H.3.1:	Clarifications:
	e.g., identify facts, ideas, solutions
VA 4 0 1 1·	Use the structural elements of art and organizational principles of design to understand the art-making process
VA.4.0.1.2:	Identify the structural elements of art used to unite an artistic composition.
VA.4.0.2.1:	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
	Apply meaning and relevance to document self or others visually in artwork.
VA 4 0 3 1·	Clarifications:
	e.q., personal ideas, observations
	Maninulate tools and materials to achieve diverse effects in personal works of art
VA.4.5.1.1:	Clarifications:
	e.g., charcoal, colored pencil, block printing. reduction, stencil
VA.4.S.1.2:	Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.3:	Create artworks that integrate ideas from culture or history.
VA.4.5.1.4:	Use accurate art vocabulary to discuss works of art and the creative process.
VA.4.5.2.1:	Organize the structural elements of art to achieve an artistic objective.
VA.4.5.2.2:	Experiment with various materials, tools, techniques, and processes to achieve a various of results in two, and/or three dimensional artworks.
VA.4.5.5.1.	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional attworks.
VA.4.5.3.2.	Follow procedures for using tools, media, techniques, and processes safely and responsibly
VA.4.3.3.3.	Discuss the importance of convright law in regard to the creation and production of art
VA.4.S.3.4:	
	e.g. plagiarism appropriation from the Internet and other sources
MAFS.4.G.1.3:	Recognize a line or symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching
	parts, ruenting inte-symmetric ingules and draw lines of symmetry.
	oso appropriate toois strategioany.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

MAFS.K12.MP.5.1:	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
LAFS.4.SL.1.1:	<ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> Standard Relation to Course: Supporting
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Grade four\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

# GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

#### Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course	Number:	5001050
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Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art - INTERM 2 Course Length: Year (Y)

Course Status: Course Approved Grade Level(s): 3,4,5

#### **Educator Certifications**

Art Education (Elementary Grades 1-6) Art (Elementary and Secondary Grades K-12)

# Art – Intermediate 2 (#5001050) 2022 - And Beyond

Name	Description
VA.4.C.1.1:	Integrate ideas during the art-making process to convey meaning in personal works of art.
VA.4.C.1.2:	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
	Revise artworks to meet established criteria.
VA.4.C.2.1:	Clarifications:
	e.g., criteria set by teacher, student, or both
VA 4 C 2 2	Use various resources to generate ideas for growth in personal works
VA 4 C 2 3	Develop and support ideas from various resources to create unique artworks
VA 4 C 3 1	Use accurate art vocabulary when analyzing works of art
VA.4.C.3.2:	Compare nurnoses for the structural elements of art and organizational principles of design in artworks and utilitarian objects
VA.4.0.3.2.	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines
VA.4.6.3.3.	Combine art media with innovative ideas and techniques to create two, and/or three dimensional works of art
VA.4.1.1.1.	Evamine and apply creative solutions to solve an artistic problem
VA.4.1.1.2.	Discuss how artists and decigners have made an impact on the community
VA.4.1.2.1.	Identify the work of level artists to become familiar with art making corears
VA.4.F.Z.Z.	
VA.4.F.3.1:	Clarifications: e.g., poster, billboard
VA.4.F.3.2:	Collaborate with peers in the art room to achieve a common art goal.
VA.4.F.3.3:	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
VA.4.H.1.1:	Identify historical and cultural influences that have inspired artists to produce works of art.
VA.4.H.1.2:	Identify suitable behavior for various art venues and events.
VA.4.H.1.3:	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
VA.4.H.1.4:	Identify and practice ways of showing respect for one's own and others' personal works of art.
VA.4.H.2.1:	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
VA.4.H.2.2:	Identify differences between artworks and utilitarian objects.
	Identify reasons to display artwork in public places.
VA / H 2 3·	Clarifications
WA.4.11.2.3.	e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.
VA.4.H.3.1:	Clarifications:
	e.g., identify facts, ideas, solutions
VA.4.0.1.1:	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.0.1.2:	Identify the structural elements of art used to unite an artistic composition.
VA.4.0.2.1:	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
	Apply meaning and relevance to document self or others visually in artwork.
$VA \downarrow O 3 1$	
VA.4.0.3.1.	e.g., personal ideas, observations
	Maximulate tools and materials to aphieura diverse effects in personal works of art
VA.4.S.1.1:	Clarifications:
	e.g., charcoal, colored pencil, block printing: reduction, stencil
VA.4.S.1.2:	Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.3:	Create artworks that integrate ideas from culture or history.
VA.4.S.1.4:	Use accurate art vocabulary to discuss works of art and the creative process.
VA.4.S.2.1:	Organize the structural elements of art to achieve an artistic objective.
VA.4.S.2.2:	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
VA.4.S.3.1:	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
VA.4.S.3.2:	Plan and produce art through ongoing practice of skills and techniques.
VA.4.S.3.3:	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
	Discuss the importance of copyright law in regard to the creation and production of art.
VA.4.5.3.4	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Mathematicians who narticipate in effortful learning both individually and with others
	Analyze the problem in a way that makes sonce given the task
	Ack questions that will halp with solving the task
	Ask questions that will help with solving the task.     Build persoverance by modifying methods as peopled while solving a challonging task
	Stave and and maintain a positive mindsat when working to solve tasks
	<ul> <li>Guy orgaged and maintain a positive minuser when working to solve tasks.</li> <li>Holp and support each other when attempting a new method or oppressed.</li> </ul>
	- hop and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:	Clarifications:         Teachers who encourage students to participate actively in effortful learning both individually and with others:         • Cultivate a community of growth mindset learners.         • Foster perseverance in students by choosing tasks that are challenging.         • Develop students' ability to analyze and problem solve.         • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.
MA.K12.MTR.2.1:	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
	<ul> <li>Select encodent and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions.
	<ul> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> </ul>

MA.K12.MTR.6.1:	Evaluate results based on the given context.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	<ul> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>
	Read and comprehend grade-level complex texts proficiently
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Grade four\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative

### GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 5001050

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art - INTERM 2 Course Length: Year (Y)

Course Status: State Board Approved Grade Level(s): 3,4,5

Art Education (Elementary Grades 1-6)	
Art (Elementary and Secondary Grades K-12)	
# Art - Intermediate 3 (#5001060) 2019 - 2022 (current)

Name	Description	
VA.5.C.1.1:	Develop a range of interests in the art-making process to influence personal decision-making.	
VA.5.C.1.2:	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.	
VA.5.C.1.3:	Examine and discuss exemplary works of art to distinguish which gualities may be used to evaluate personal works.	
VA.5.C.2.1:	Revise artwork as a necessary part of the creative process to achieve an artistic goal.	
VA.5.C.2.2:	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.	
	Apply established criteria to the art-making process to measure artistic growth.	
VA.5.C.2.3:	Clarifications:	
	e.g., criteria set by teacher, student, or both	
	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth	
VA 5 C 3 1	Ise the structural elements of art and organizational principles of design when engaged in art criticism	
VA.0.0.0.1.	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects	
VA.5.0.3.2:	ciarincations:	
	Critique works of art to understand the content and make connections with other content areas.	
VA.5.C.3.3:	Clarifications:	
	e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology	
VA.5.F.1.1:	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.	
VA.5.F.1.2:	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.	
VA.5.F.2.1:	Describe the knowledge and skills necessary for art-making and art-related careers.	
VA.5.F.2.2:	Explore careers in which artworks and utilitarian designs are created.	
VA.5.F.2.3:	Discuss contributions that artists make to society.	
VA.5.F.3.1:	Create artwork to promote public awareness of community and/or global concerns.	
VA.5.F.3.2:	Create artwork that shows procedural and analytical thinking to communicate ideas.	
VA.5.F.3.3:	Work collaboratively with others to complete a task in art and show leadership skills.	
	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.	
VA.5.F.3.4:	Clarifications:	
	e.g., reasonable timeframe established by teacher, adjusted as needed	
VA.5.H.1.1:	Examine historical and cultural influences that inspire artists and their work.	
VA.5.H.1.2:	Use suitable behavior as a member of an art audience.	
VA.5.H.1.3:	Identify and describe the importance a selected group or culture places on specific works of art.	
VA.5.H.1.4:	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.	
VA.5.H.2.1:	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.	
VA.5.H.2.2:	Describe the ways in which artworks and utilitarian objects impact everyday life.	
VA.5.H.2.3:	Discuss artworks found in public venues to identify the significance of the work within the community.	
	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.	
VA.5.H.3.1:	Clarifications:	
	e.g., identify facts, ideas, solutions	
VA 5 0 1 1	Use structural elements of art and organizational principles of design to develop content in artwork	
VA 5 0 1 2	Organize the structural elements of art to achieve visual unity	
VA 5 0 1 3	Explain how creative and technical ability is used to produce a work of art	
	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.	
VA.5.0.2.1.	e a knowledge empathy technique artistic choices symbolic choices	
VA.5.0.2.2:	Use a variety of sources for ideas to resolve challenges in creating original works.	
VA.5.0.3.1:	Create meaningrui and unique works of art to effectively communicate and document a personal voice.	
	Use various art tools, media, and techniques to discover now different choices change the effect on the meaning of an artwork.	
VA.5.S.1.1:	Clarifications:	
	e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture	
	Use media, technology, and other resources to inspire personal art-making decisions.	
VA.5.S.1.2:	Clarifications:	
	e.g., books, magazines, Internet, cameras, art visuals	
	Create artworks to depict personal, cultural, and/or historical themes.	
VA 5 S 1 3	Clarifications	
	e.g., woven mats, clay dolls, quilts	
VA 5 5 1 4.	Lice accurate art useabulary to communicate about works of art and artistic and creative processes	
VA.0.0.1.4:	Organize the structural elements of art to support planning, strengthen focus, and implement esticite vision	
VA.3.3.2.1:	organize the structural elements or art to support planning, strengthen locus, and implement affistic vision.	

	Identify sequential procedures to engage in art production.	
VA.5.S.2.2:	Clarifications:	
	e.g., safety procedures, media processes, organizational procedures	
VA.5.S.2.3:	Visualize the end product to justify artistic choices of tools, techniques, and processes.	
VA.5.S.3.1:	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.	
VA.5.S.3.2:	Use craftsmanship and technical ability in personal works to show refinement of skills over time.	
VA.5.S.3.3:	Use tools, media, techniques, and processes in a safe and responsible manner.	
	Use ethical standards, including copyright laws, when producing works of art.	
VA.5.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources	
MAFS.5.G.2.3:	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. Standard Relation to Course: Supporting	
MAFS.5.G.2.4:	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures. Standard Relation to Course: Supporting	
MAFS.5.OA.2.3:	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. Standard Relation to Course: Supporting	
	Use appropriate tools strategically.	
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>	
	Attend to precision.	
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
	Standard Relation to Course: Supporting	
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	
	Standard Relation to Course: Supporting	
LAFS.5.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
LAFS.5.RL.3.7:	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
LAFS.5.SL.1.1:	<ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, guantitatively, and orally.	
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
FLD K12 FLL SL 1	English language learners communicate for social and instructional purposes within the school setting	

#### VERSION DESCRIPTION

Grade five\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

#### GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\*Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.
- Special Note: This course incorporates hands-on activities and consumption of art materials.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Number: 5001060

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art - INTERM 3 Course Length: Year (Y)

Course Status: Course Approved Grade Level(s): 3,4,5

#### **Educator Certifications**

Art Education (Elementary Grades 1-6)
Art (Elementary and Secondary Grades K-12)

# Art - Intermediate 3 (#5001060) 2022 - And Beyond

Name	Description	
VA.5.C.1.1:	Develop a range of interests in the art-making process to influence personal decision-making.	
VA.5.C.1.2:	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.	
VA.5.C.1.3:	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.	
VA.5.C.2.1:	Revise artwork as a necessary part of the creative process to achieve an artistic goal.	
VA.5.C.2.2: Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.		
	Apply established criteria to the art-making process to measure artistic growth.	
VA.5.C.2.3:	Clarifications:	
	e.g., criteria set by teacher, student, or both	
VA 5 C 2 A	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth	
VA 5 C 3 1	Use the structural elements of art and organizational principles of design when engaged in art criticism	
1.0.0.0.1.	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects	
VA.5.C.3.2:	clarifications:	
	Critique works of art to understand the content and make connections with other content areas.	
VA.5.C.3.3:	Clarifications:	
	e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology	
VA.5.F.1.1:	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.	
VA.5.F.1.2:	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.	
VA.5.F.2.1:	Describe the knowledge and skills necessary for art-making and art-related careers.	
VA.5.F.2.2:	Explore careers in which artworks and utilitarian designs are created.	
VA.5.F.2.3:	Discuss contributions that artists make to society.	
VA.5.F.3.1:	Create artwork to promote public awareness of community and/or global concerns.	
VA.5.F.3.2:	Create artwork that shows procedural and analytical thinking to communicate ideas.	
VA.5.F.3.3:	Work collaboratively with others to complete a task in art and show leadership skills.	
	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.	
VA.5.F.3.4:	Clarifications:	
	e.g., reasonable timeframe established by teacher, adjusted as needed	
\/∧ Б Ц 1 1.	Evamina historical and cultural influences that inspire artists and their work	
VA 5 H 1 2	Lise suitable behavior as a member of an art audience	
VA.5.H.1.2.	Use suitable behavior as a member of an art addictice.	
VA 5 H 1 A	Evolain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists	
VA 5 H 2 1	Compare works of art on the basis of style, culture, or artist across time to identify visual differences	
VA 5 H 2 2	Describe the ways in which artworks and utilitarian objects impact everyday life	
VA 5 H 2 3	Discuss artworks found in public venues to identify the significance of the work within the community	
	Discuss how skills learned through the analysis and art-making process are used to solve problems in pon-art areas	
VA.5.H.5.T.	e a lidentify facts lideas solutions	
VA.5.0.1.1:	Use structural elements of art and organizational principles of design to develop content in artwork.	
VA.5.0.1.2:	Organize the structural elements of art to achieve visual unity.	
VA.5.0.1.3:	Explain now creative and technical ability is used to produce a work of ant.	
	Analyze works of art that document people and events norm a variety of places and times to synthesize ideas for cleating artwork.	
VA.5.0.2.1:	Clarifications:	
	e.g., knowledge, emparity, technique, artistic choices, symbolic choices	
VA.5.0.2.2:	Use a variety of sources for ideas to resolve challenges in creating original works.	
VA.5.0.3.1:	Create meaningful and unique works of art to effectively communicate and document a personal voice.	
	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.	
VA.5.S.1.1:	Clarifications:	
	e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture	
	Use media, technology, and other resources to inspire personal art-making decisions.	
VA.5.S.1.2:	Clarifications:	
	e.g., books, magazines, Internet, cameras, art visuals	
	Create artworks to depict personal cultural and/or historical themes	
VA.5.S.1.3:	Clarifications:	
	e.g., woven mats, clay dolls, quilts	
VA.5.S.1.4:	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.	
VA.5.S.2.1:	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.	

1	Identify sequential procedures to engage in art production.	
VA.5.S.2.2:	Clarifications:	
	e.g., safety procedures, media processes, organizational procedures	
VA.5.S.2.3:	Visualize the end product to justify artistic choices of tools, techniques, and processes.	
VA.5.S.3.1:	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.	
VA.5.S.3.2:	Use craftsmanship and technical ability in personal works to show refinement of skills over time.	
VA.5.5.3.3:	Use tools, media, techniques, and processes in a sale and responsible manner.	
VA 5 5 2 4·		
VA.3.3.3.4.	e.g., ethics, plagiarism, appropriation from the Internet and other sources	
	Mathematicians who participate in effortful learning both individually and with others:	
	Analyze the problem in a way that makes sense given the task.	
	Ask questions that will help with solving the task.	
	Build perseverance by modifying methods as needed while solving a challenging task.	
	Stay engaged and maintain a positive mindset when working to solve tasks.	
MA.K12.MTR.1.1:	<ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>	
	Clarifications:	
	Cultivate a community of growth mindset learners	
	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>	
	Develop students' ability to analyze and problem solve.	
	Recognize students' effort when solving challenging problems.	
	Demonstrate understanding by representing problems in multiple ways.	
	Mathematicians who demonstrate understanding by representing problems in multiple ways:	
	Build understanding through modeling and using manipulatives.	
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	
	Progress from modeling problems with objects and drawings to using algorithms and equations.	
	Express connections between concepts and representations.	
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.	
	Clarifications:	
	Help students make connections between concepts and representations.	
	<ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>	
	Guide students from concrete to pictorial to abstract representations as understanding progresses.	
	• Show students that various representations can have different purposes and can be useful in different situations.	
	Complete tasks with mathematical fluency.	
	Mathematicians who complete tasks with mathematical fluency:	
	Select efficient and appropriate methods for solving problems within the given context.	
	Maintain flexibility and accuracy while performing procedures and mental calculations.	
	Complete tasks accurately and with confidence.     Adapt procedures to apply them to a new context	
MA.K12.MTR.3.1:	<ul> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>	
	Clarifications:	
	Teachers who encourage students to complete tasks with mathematical fluency:	
	Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.	
	Offer multiple opportunities for students to practice efficient and generalizable methods.	
	Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.	
	Engage in discussions that reflect on the mathematical thinking of self and others.	
MA.K12.MTR.4.1:		
	Communicate mathematical ideas, vocabulary and methods effectively.	
	Analyze the mathematical minking of others.     Compare the efficiency of a method to those expressed by others	
	<ul> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>	
	Justify results by explaining methods and processes.	
	Construct possible arguments based on evidence.	
	Clarifications:	
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:	
	<ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with poors.</li> </ul>	
	<ul> <li>Greate opportunities for students to discuss their trinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>	
	<ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>	
	Use patterns and structure to help understand and connect mathematical concepts.	
	Mathematicians who use patterns and structure to help understand and connect mathematical concepts:	
	Focus on relevant details within a problem.	
	Create plans and procedures to logically order events, steps or ideas to solve problems.	
1	<ul> <li>Decompose a complex problem into manageable parts.</li> </ul>	

MA.K12.MTR.5.1:	<ul> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	Clet evidence to explain and justify reasoning.  Clarifications:  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Grade five\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

#### GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\*Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.
- Special Note: This course incorporates hands-on activities and consumption of art materials.

Special Note: This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Course Number: 5001060

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: Art - Visual Arts > SubSubject: General > Abbreviated Title: Art - INTERM 3 Course Length: Year (Y)

Course Status: State Board Approved Grade Level(s): 3,4,5

#### **Educator Certifications**

Art Education (Elementary Grades 1-6)
Art (Elementary and Secondary Grades K-12)

Name	Description	
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.	
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.	
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.	
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.	
	Collaborate with peers to complete an art task and develop leadership skills.	
VA.68.F.3.3:	Clarifications: e.g., task: voluntary, assigned; time: long-term group project	
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.	
VA.68.H.1.1:	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.	
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.	
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.	
VA.68.H.2.3:	Clarifications: e.g., private, public, and personal art collections	
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.	
VA.68.H.3.2:	Clarifications: e.g., identify facts, ideas, problem-solving skills	
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.	
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.	
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic,	
	text, or issue to probe and reflect on ideas under discussion.	
LAFS.6.SL.1.1:	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
	Standard Relation to Course: Supporting	
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
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.	
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
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.	
	Attend to precision.	
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
	Standard Relation to Course: Supporting	
	Look for and make use of structure.	
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	
	Standard Relation to Course: Supporting	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	

## VERSION DESCRIPTION

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Through the study of art exemplars and projectbased activities, students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places, and will express their own interpretations in a variety of ways. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

#### Special Notes:

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- 2. Making close reading and rereading of texts central to lessons.
- 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments
- $\ensuremath{\mathsf{4.}}$  Requiring students to support answers with evidence from the text.
- 5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0100060

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Appreciation/History > Abbreviated Title: M/J INTRO ART HIST Course Length: Semester (S) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

Name	Description	
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.	
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.	
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.	
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.	
	Collaborate with peers to complete an art task and develop leadership skills.	
VA.68.F.3.3:	Clarifications: e.g., task: voluntary, assigned; time: long-term group project	
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.	
VA.68.H.1.1:	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.	
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.	
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.	
VA.68.H.2.3:	Clarifications: e.g., private, public, and personal art collections	
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.	
VA.68.H.3.2:	Clarifications: e.g., identify facts, ideas, problem-solving skills	
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.	
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.	
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.	
	<ul><li>Mathematicians who participate in effortful learning both individually and with others:</li><li>Analyze the problem in a way that makes sense given the task.</li><li>Ask questions that will help with solving the task.</li></ul>	
	Build perseverance by modifying methods as needed while solving a challenging task.	
	Stay engaged and maintain a positive mindset when working to solve tasks.	
MA K12 MTD 1 1.	Help and support each other when attempting a new method or approach.	
	Teachers who encourage students to participate actively in effortful learning both individually and with others:         • Cultivate a community of growth mindset learners.         • Foster perseverance in students by choosing tasks that are challenging.         • Develop students' ability to analyze and problem solve.         • Recognize students' effort when solving challenging problems.	
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	
	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>	
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.	
	Clarifications:         Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:         • Help students make connections between concepts and representations.         • Provide opportunities for students to use manipulatives when investigating concepts.         • Guide students from concrete to pictorial to abstract representations as understanding progresses.         • Show students that various representations can have different purposes and can be useful in different situations.	
MA K12 MTR 3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	
	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> </ul>	
	Use reedback to improve efficiency when performing calculations.	
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used</li> </ul>	

Construction in whitevalual door, stockborg and educing (Construction)     Construction in advanced and expert performs and transports to perform (Construction)     Construction in advanced and educing the intervalues of educing (Construction)     Construction in advanced and educing the intervalues in experiments     Construction in advanced and educing the intervalues in experiments     Construction in advanced and educing the intervalues in experiments     Construction     Constructin     Constructin     Construction     Construction     Constructio	MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
Chardness       Chardness         A K12 MILES1       Chardness and concerning students is any applie in discussions the related and the press, and arrors is an opportunity for lasting.         A K12 MILES1       Chardness and students is any applie in discussions that related and the response of the press.         A K12 MILES1       Chardness and students is any applie in discussions that related and the receptors of the press.         A K12 MILES1       Chardness and students is any applie in discussions that related and and concern thermational and concerns the receptors of the press.         A K12 MILES1       Chardness and procedus to big to predict the student and the concern thermational and concerns the receptors of the press.         A K12 MILES1       Chardness and procedus to big to predict the student and the concern thermational and concerns the receptors of the students.         A K12 MILES1       Chardness and procedus to big to predict the students and concerns the students and concert the students and the students and the students and concert the student		<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
We aptients and structure to help understand and connect mathematical concepts: <ul> <li>Exclusion relevant distructure to help understand and connect mathematical concepts:</li> <li>Enclusion and proceeding help area</li> <li>Enclusion relevant distructure to help understand and connect mathematical concepts:</li> <li>Enclusion relevant distructure to help understand and connect mathematical concepts:</li> <li>Enclusion relevant distructure to help understand and connect mathematical concepts:</li> <li>Enclusion:</li> <li>Enclusion:</li></ul>		<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
Proof and set of the second second second set of the second se		Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MART2-MIR-1:       Clarifications: Trackings whene encourage students to use patterns in the world around them and connect mathematical concepts: 9. Support students to develop generalizations based on the similarities forum among problems. 9. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.         Access the reasonableness of solutions. 9. Develop students is created prima and proceedines to solve problems. 9. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.         Access the reasonableness of solutions. 9. Develop students is the reasonableness of solutions. 9. Develop students to determine if a solution makes sense. 9. Choic calculations when solving problems. 9. Develop calculations through yask. "Does this solution struct a solutions: 9. How students check their work as the progress within and after a task. 9. Strengthen students' ability to wrify solutions through justifications. 9. Develop and methods to apply mathematics to real-world contexts: 9. Develop students to company students to control world contexts: 9. Develop students to apply mathematics to real-world contexts: 9. Develop students are help washing the real-model, both correat and abstruct, and perform investigations. 9. Support students are topping the text contenundets to there developines. 9. Develop students to complain the t	MA.K12.MTR.5.1:	<ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
Assess the reasonableness of solutions:         Assess the reasonableness of solutions:         • Estimate to discour possible solutions:         • Use bonchmark quantities to determine if a solution makes sense.         • Check calculations when solving problems.         • Verify possible solutions by explaining the methods used.         • Evaluate results based on the given context.         Clarifications:         • Tradeness whe encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Portport students for continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.         • Connect mathematics to real-world contexts:         • Connect mathematicatio concepts to everyday experiences.         • Demodels and methods to understand, represent and solve problems.         • Perform investigations to gather data or determine if a method is appropriate. • Releasign models and methods to improve accuracy or efficienc:         Tradeness who encourage students to apply mathematics to real-world contexts:         • Condect mathematical concepts to apply mathematics to real-world contexts:         • Condect mathematical concepts to apply mathematics to real-world contexts:         • Condect mathematical concepts to		<ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         i=Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.         Apply mathematics to real-world contexts.         Mathematicians who apply mathematics to real-world contexts:         • Connect mathematical concepts to everyday experiences.         • Use models and methods to understand, represent and solve problems.         • Perform investigations to gather data or determine if a method is appropriate, • Redesign models and methods to improve accuracy or efficienc         Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to apply mathematics to real-world contexts:         • Provide opportunities as they valiate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.         • Challenge students is outget on their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their written and arca communication. Should have, they we firee toit. In 3rd grade, student should usea combinatio		<ul> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
Apply mathematics to real-world contexts.         Mathematicians who apply mathematics to real-world contexts:         • Connect mathematical concepts to everyday experiences.         • Use models and methods to understand, represent and solve problems.         • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficienc         Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to question the accuracy of their models and methods.         • Support students as they validate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.         Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.         ELA.K12.EE.1.1:       4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quided referenced by the instructor or the style guide ref		<ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
Cite evidence to explain and justify reasoning.         Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.         ELA.K12.EE.1.1:       4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.         6-8 Students continue with previous skills and use a style guide to create a proper citation.         9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.	MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficience</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.         ELA.K12.EE.1.1:       4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.         6-8 Students continue with previous skills and use a style guide to create a proper citation.         9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.	ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.
<ul> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>		<ul> <li>Clarifications:</li> <li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly guided paraphrased or used for information. When writing, students will use the form of citation directed by the instructor or the child guided.</li> </ul>
Read and comprehend grade-level complex texts proficiently		referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
		Read and comprehend grade-level complex texts proficiently

ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.
	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Through the study of art exemplars and projectbased activities, students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places, and will express their own interpretations in a variety of ways. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

#### Special Notes:

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex
- 2. Making close reading and rereading of texts central to lessons.
- 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments
- 4. Requiring students to support answers with evidence from the text
- 5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Appreciation/History > Abbreviated Title: M/J INTRO ART HIST Course Length: Semester (S) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

## **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# M/J Art in World Cultures (#0100070) 2015 - 2022 (current)

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.2:	Clarifications:
	e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.2.3:	Identify art careers that have a financial impact on local communities.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.H.1.3:	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.2:	Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.0.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
Ι Δ FS 6 SL 1 1.	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAI 3.0.3L.1.1.	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	Standard Relation to Course: Supporting
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
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.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later,

MAFS.K12.MP.7.1:	students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore art from around the world through project-based activities. Based on directed investigation, students reinterpret selected forms to promote understanding of themes, purposes, symbolism, and traditional formal characteristics. Students compare various cultural responses in art to universal themes, gaining respect for diverse perspectives and the rich heritage shared by cultures from around the world. Supporting geographic, cultural and societal studies, and historical context help students refine their understandings of time and place in global cultures. Students consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format for sharing and study via the Internet. This course incorporates hands-on activities and consumption of art materials.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL	INFORMATION
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	Course Path: Section: Grades PreK to 12 Education
Course Number: 0100070	Courses > Grade Group: Grades 6 to 8 Education
Course Number: 0100070	Courses > Subject: Art - Visual Arts > SubSubject:
	Art Appreciation/History >
	Abbreviated Title: M/J ART WORLD CULTR
	Course Length: Semester (S)
	Course Level: 2
Course Status: Course Approved	
Grade Level(s): 6.7.8	

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

# M/J Art in World Cultures (#0100070) 2022 - And Beyond

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.2:	Clarifications:
	e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.2.3:	Identify art careers that have a financial impact on local communities.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.H.1.3:	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.2:	Clarifications:
	e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.0.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	<ul> <li>Ask questions that will help with solving the task.</li> <li>Puild persoverance by medifying methods as peeded while solving a shellenging task.</li> </ul>
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay apgraged and maintain a positive mindest when working to solve tacks.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive minuser when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	
	Clarifications:
	Cultivate a community of growth mindset learners
	Contracte a community of growth minuser reamers.
	Poster perseverance in students by choosing tasks that are chanenging.     Develop students' ability to analyze and problem solve.
	Develop students' admity to analyze and problem solve.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Ruild understanding through modeling and using manipulatives
	Build understanding through modeling and using manipulatives.
	Progress from modeling problems with objects and drawings to using algorithms and equations
	Frogress non-inducing problems with objects and drawings to using algorithms and equations.     Forcess connections between concepts and representations
MA K12 MTD 2 1.	Choose a representation based on the given context or nurnose
IVIA.N 12.IVITN.2.1.	• choose a representation based on the given context of purpose.
	Clarifications:
	Help students make connections between concents and representations
	Provide opportunities for students to use manipulatives when investigating concepts
	Guide students from concrete to nictorial to abstract representations as understanding progresses
	<ul> <li>Show students that various representations can have different purposes and can be useful in different situations</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
	• Select efficient and appropriate methods for solving problems within the given context.
	Maintain flexibility and accuracy while performing procedures and mental calculations.
	Complete tasks accurately and with confidence.
	Adapt procedures to apply them to a new context.
MA.K12.MTR.3.1:	Use feedback to improve efficiency when performing calculations.
	Clarifications
	Teachers who encourage students to complete tasks with mathematical fluency:
	<ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>
	<ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>
	<ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used</li> </ul>
	Energy is discussions that reflect on the methomatical thinking of call and others
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	<ul> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul></li></ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>
	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify colutions through justifications
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.         Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences to support comprehension

ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore art from around the world through project-based activities. Based on directed investigation, students reinterpret selected forms to promote understanding of themes, purposes, symbolism, and traditional formal characteristics. Students compare various cultural responses in art to universal themes, gaining respect for diverse perspectives and the rich heritage shared by cultures from around the world. Supporting geographic, cultural and societal studies, and historical context help students refine their understandings of time and place in global cultures. Students consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format for sharing and study via the Internet. This course incorporates hands-on activities and consumption of art materials.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0100070

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Appreciation/History > Abbreviated Title: M/J ART WORLD CULTR Course Length: Semester (S) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

#### Educator Certifications

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Art Transfer (#0100220) 2014 - 2022 (current)

## General Course Information and Notes

#### VERSION DESCRIPTION

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

#### GENERAL INFORMATION

Course Number: 0100220

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: M/J ART TRAN

Course Status: Course Approved

# M/J Art Transfer (#0100220) 2022 - And Beyond

Name	Description
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> <li>Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul> </li> </ul>
	Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<ul> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	Clarifications:         Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:         • Help students make connections between concepts and representations.         • Provide opportunities for students to use manipulatives when investigating concepts.         • Guide students from concrete to pictorial to abstract representations as understanding progresses.         • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.
	Clarifications:         Teachers who encourage students to complete tasks with mathematical fluency:         • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.         • Offer multiple opportunities for students to practice efficient and generalizable methods.         • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> </ul> </li> </ul>
	<ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	<ul> <li>Look for similarities among problems.</li> <li>Connect colutions of problems to more complicated large code situations.</li> </ul>
	<ul> <li>Connect solutions of problems to more complicated large-scale situations.</li> <li>Clarifications:         <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul> </li> </ul>
	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> </ul>
	<ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  Clarifications:  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must reache instruction in how to effectively present information to
	do quality work.

### VERSION DESCRIPTION

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

#### GENERAL INFORMATION

Course Number: 0100220

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: M/J ART TRAN

Course Status: State Board Approved

# M/J Exploring Two-Dimensional Art (#0101005) 2015 - 2022 (current)

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and gualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	Clarifications: e.g., from history, environment, literary works
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications:
	e.g., ethics, plagiarism, appropriation from the Internet and other sources
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = I$ w h and $V = B$ h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Standard Relation to Course: Supporting
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Standard Relation to Course: Supporting
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully

	formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and
LAFS.6.SL.1.1:	<ul> <li>issues, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under</li> </ul>
	discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	Standard Relation to Course: Supporting
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

### **GENERAL NOTES**

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0101005

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J EXPLORING 2D ART Course Length: Semester (S) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Exploring Two-Dimensional Art (#0101005) 2022 - And Beyond

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects.  Clarifications: e.g., from history, environment, literary works
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </li> </ul></li></ul>
MA.K12.MTR.3.1:	<ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>

	<ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used</li> </ul>
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others.
	<ul> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>
	<ul> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	Clarifications:         Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:         • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.         • Create opportunities for students to discuss their thinking with peers.         • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.         • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:	<ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	Clarifications:         Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:         • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.         • Support students to develop generalizations based on the similarities found among problems.         • Provide opportunities for students to create plans and procedures to solve problems.         • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.
	<ul> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.
	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	<ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.
	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## GENERAL NOTES

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Course Number: 0101005

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J EXPLORING 2D ART Course Length: Semester (S) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

Art	Education	(Secondary Grades 7-12)	
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## M/J Two-Dimensional Studio Art 1 (#0101010) 2015 - 2022 (current)

Name	Description
	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
VA.68.C.1.3:	Clarifications:
	e.g., personal, cultural, historical
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications:
	e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications:
	e.g., private, public, and personal art collections
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	Clarifications:
	e.g., from history, environment, literary works
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.0.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.0.3.1:	Clarifications:
	e.g., digital, presentation, artworks, video/motion
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA 60 5 2 2.	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative
VA.00.3.2.3.	process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications:
	e.g., etnics, plagiarism, appropriation from the internet and other sources
	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and
WIAF 5.0.G. I. I:	other shapes; apply these techniques in the context or solving real-world and mathematical problems.
	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths,
	and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = I w h and V = B h to
WAF5.0.G.1.2.	find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
MAES 6 C 1 2	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of colving real world and mathematical problems
MAI 5.0.0.1.5.	Standard Relation to Course: Supporting
	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply
MAFS.6.G.1.4:	these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a
WIAF 5.7.G.1.1:	scale drawing at a different scale.
	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three
MAFS.7.G.1.2:	measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
	Standard Relation to Course: Supporting
	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right
MAFS.7.G.1.3:	rectangular pyramids.
	Use appropriate tools strategically
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
LAFS 6 SL 1 1.	<ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> </ul>
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under
	discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

### GENERAL NOTES

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Course Number: 0101010

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 2-D STUDIO ART 1 Course Length: Year (Y) Course Level: 2

## **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Two-Dimensional Studio Art 1 (#0101010) 2022 - And Beyond

Name	Description
	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
VA.68.C.1.3:	Clarifications: e.g., personal, cultural, historical
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications: e.g., private, public, and personal art collections
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	Clarifications: e.g., from history, environment, literary works
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.0.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.0.3.1:	Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA 69 5 2 2.	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative
VA.08.5.2.3:	process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> </ul>
	<ul> <li>Use feedback to improve efficiency when performing calculations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
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ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students
	build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# **GENERAL NOTES**

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0101010

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 2-D STUDIO ART 1 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

# **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Two-Dimensional Studio Art 2 (#0101020) 2015 - 2022 (current)

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
VA 68 F 2 2.	Clarifications
VA.0011.2.2.	e.g., exhibition, sale of art products, technology, entertainment
	Collaborate with peers to complete an art task and develop leadership skills.
VA.68.F.3.3:	Clarifications:
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications: e.g., private, public, and personal art collections
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.2:	Clarifications
	e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.0.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.0.3.1:	Clarifications:
	e.g., digital, presentation, artworks, video/motion
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA 68 S 3 4·	Clarifications:
	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Find the area of right triangles, other triangles, special quadrilaterals, and polygops by composing into restangles or decomposing into triangles and
MAFS 6 G 1 1	other shapes: apply these techniques in the context of solving real-world and mathematical problems
	Standard Relation to Course: Supporting
	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths,
	and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = I w h$ and $V = B h$ to
MAFS.6.G.1.2:	find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first
MAFS.6.G.1.3:	coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply
WIAF 5.0.G. 1.4:	these techniques in the context of solving real-world and mathematical problems.
	Solve problems involving scale drawings of geometric figures, including computing actual lengths and gross from a scale drawing and reproducing a
MAFS 7 G 1 1	scale drawing at a different scale
MAI 3.7.0.1.1.	Standard Relation to Course: Supporting
	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three
MAFS.7.G.1.2:	measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
	Standard Relation to Course: Supporting
	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right
MAFS.7.G.1.3:	rectangular pyramids.
	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper
	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical
LAFS.68.RS1.2.4:	context relevant to grades 6-8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
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
LAFS 7 SL 1 3	ciarity a topic, text, or issue under study. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

### GENERAL NOTES

Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0101020

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 2-D STUDIO ART 2 Course Length: Year (Y) Course Level: 2

# **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Two-Dimensional Studio Art 2 (#0101020) 2022 - And Beyond

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
VA.68.F.2.2:	e.g., exhibition, sale of art products, technology, entertainment
	Collaborate with peers to complete an art task and develop leadership skills.
VA.68.F.3.3:	Clarifications: e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications: e.g., private, public, and personal art collections
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.2:	Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.2:	I dentify the function of structural elements of art and organizational principles of design to create and reflect on artwork
VA.68.0.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.O.3.1:	Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	Stay engaged and maintain a positive mindset when working to solve tasks.
MA.K12.MTR.1.1:	Heip and support each other when attempting a new method or approach.
	Clarifications:
	<ul> <li>Cultivate a community of growth mindset learners.</li> </ul>
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
	Progress from modeling problems with objects and drawings to using algorithms and equations.
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	<ul> <li>Help students make connections between concents and concentrations</li> </ul>
	Provide opportunities for students to use manipulatives when investigating concepts
	<ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>
	Show students that various representations can have different purposes and can be useful in different situations.

	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems.
IVIA.N 12.IVI1 N.3. 1.	<ul> <li>Connect solutions of problems to more complicated large-scale situations.</li> <li>Clarifications:         <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> </li> </ul>
MA.K12.MTR.6.1:	<ul> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>
MA.K12.MTR.7.1:	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to question the accuracy of their models and methods.         • Support students as they validate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	<ul> <li>Clarifications:</li> <li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# **GENERAL NOTES**

Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0101020

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 2-D STUDIO ART 2 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

# **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Two-Dimensional Studio Art 2 & Career Planning (#0101025) 2019 - 2022 (current)

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
VA.68.F.2.2:	Clarifications:
	e.g., exhibition, sale of art products, technology, entertainment
	Collaborate with peers to complete an art task and develop leadership skills.
VA.68.F.3.3:	Clarifications:
	e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.2:	Clarifications
	e.g., identify facts, ideas, problem-solving skills
VA 68 0 1 2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork
VA 68 S 1 5	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent
VA.00.3.1.3.	Lise visual-thinking and problem-solving skills in a sketchbook or journal to identify practice, develop ideas, and resolve challenges in the creative
VA.68.S.2.3:	process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications:
	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Find the area of right triangles, other triangles, special guadrilaterals, and polygons by composing into rectangles or decomposing into triangles and
MAFS.6.G.1.1:	other shapes; apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths,
MAFS.6.G.1.2:	and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = I w h$ and $V = B h$ to
	find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
	Standard Relation to course: supporting
MAFS.6.G.1.3:	coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply
MAFS.6.G.1.4:	these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a
MAFS.7.G.1.1:	scale drawing at a different scale.
	Standard Relation to course: supporting
MAFS.7.G.1.2:	measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
	Standard Relation to Course: Supporting
	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right
MAFS.7.G.1.3:	rectangular pyramids.
	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
	Mathematically profisiont students consider the available tools when solving a mathematical problem. These tools might include panell and paper
	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools
MAES K12 MP 5 1.	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze
WAFS.NTZ.WF.J.T.	graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other
	mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying
	assumptions, explore consequences, and compare predictions with data, mathematically provident students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to nose or solve problems. They are able to use
	technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate proceedy to others. They try to use clear definitions in discussion with others and in their own
	Matternations for both and the precisery to barrers. They by to use bear definitions in discussion with others and in their own

MAFS.K12.MP.6.1:	reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. <b>Standard Relation to Course: Supporting</b>
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> <li>Standard Relation to Course: Supporting</li> </ul>
	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, guantitatively, orally) and explain how the ideas
LAFS.7.SL.1.2:	clarify a topic, text, or issue under study.
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.
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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. In tandem with their learning opportunities in 3-D Studio Art, they investigate careers in a wide variety of fields, including the visual and performing arts, guided by the competencies required by Florida Statute. This course incorporates hands-on activities and consumption of art materials.

# GENERAL NOTES

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fidoe.org/academics/college-career-planning/educators-toolkit/index.stml.

#### Career and Education Planning Course Standards - Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum **developers and teachers which maximizes an ELL's need for communication** and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0101025

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 2D STUD ART 2 CP Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

A	rt Education (Secondary Grades 7-12)
A	rt (Elementary and Secondary Grades K-12)

# M/J Two-Dimensional Studio Art 2 & Career Planning (#0101025) 2022 - And Beyond

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
VA.68.F.2.2:	Clarifications:
	e.g., exhibition, sale of art products, technology, entertainment
	Collaborate with peers to complete an art task and develop leadership skills.
VA.68.F.3.3:	Clarifications:
	e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and
	solutions.
VA.68.H.3.2:	Clarifications:
	e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA 68 5 2 3.	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative
VA.00.3.2.3.	process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications:
	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stev approach and maintain a positive mindest when working to eak a task.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive minuset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	
	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others
	Cultivate a community of growth mindset learners
	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>
	• Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	- Duild understanding through modeling and using manipulations
	During understanding through modeling and using manipulatives.     Depresent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
	Progress from modeling problems with objects and drawings to using algorithms and equations
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	Guide students from concrete to pictorial to abstract representations as understanding progresses.
	• Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
	Select efficient and appropriate methods for solving problems within the given context
	Maintain flexibility and accuracy while performing procedures and mental calculations
	Complete tasks accurately and with confidence.
	Adapt procedures to apply them to a new context.
MA.K12.MTR.3.1:	<ul> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
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	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	<ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

### VERSION DESCRIPTION

Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. In tandem with their learning opportunities in 3-D Studio Art, they investigate careers in a wide variety of fields, including the visual and performing arts, guided by the competencies required by Florida Statute. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

#### Career and Education Planning Course Standards - Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit

https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum **developers and teachers which maximizes an ELL's need for communication** and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0101025

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 2D STUD ART 2 CP Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Two-Dimensional Studio Art 3 (#0101026) 2015 - 2022 (current)

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.2:	Clarifications:
	e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.2.3:	Identify art careers that have a financial impact on local communities.
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and
	solutions.
VA.68.H.3.2:	Clarifications:
	e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.0.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.0.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.0.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative
VA.68.S.2.3:	process.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications:
	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and
MAFS.6.G.1.1:	other shapes; apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths,
MAFS.6.G.1.2:	and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = I w h and V = B h to$
	Tind volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
	Draw polygops in the coordinate plane given coordinates for the vertices: use coordinates to find the length of a side joining points with the same first
MAFS.6.G.1.3:	coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply
MAFS.6.G.1.4:	these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a
MAFS.7.G.1.1:	scale drawing at a different scale.
	Standard Relation to Course: Supporting
MAES 7 C 1 2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of apples or rides, poticing when the conditions determine a unique triangle, more than one triangle, or no triangle
WAI 5.7.0.1.2.	Standard Relation to Course: Supporting
	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right
MAFS.7.G.1.3:	rectangular pyramids.
	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
1	concrete models, a ruler, a protractor, a calculator, a spreadsneet, a computer algebra system, a statistical package, or dynamic geometry software.

MAFS.K12.MP.5.1:	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.SL.1.1:	<ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> <li>Standard Relation to Course: Supporting</li> </ul>
	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social,
LAFS.8.SL.1.2:	commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# **GENERAL NOTES**

Students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 2D STUDIO ART 3 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

## **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# M/J Two-Dimensional Studio Art 3 (#0101026) 2022 - And Beyond

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.2:	Clarifications:
	e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.2.3:	Identify art careers that have a financial impact on local communities.
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and
VA 68 H 3 2·	solutions.
VA.00.11.3.2.	Clarifications:
	e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.0.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.0.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.0.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications:
	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	Stay engaged and maintain a positive mindset when working to solve tasks.
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
MA.K12.MTR.2.1:	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	• Express connections between concepts and representations.
	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	Guide students from concrete to pictorial to abstract representations as understanding progresses.

	• Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
	<ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> </ul>
	<ul> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students
	build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# GENERAL NOTES

Students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 2D STUDIO ART 3 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)		
Art (Elementary and Secondary Grades K-12)		

# M/J Exploring Three-Dimensional Art (#0101035) 2015 - 2022

(current)

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications:
	e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.4:	Explain the purpose of public art in the community.
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	Clarifications:
	e.g., from history, environment, literary works
VA 68 O 1 2.	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork
VA 68 S 1 2	Use media, technology, and other resources to derive ideas for personal art-making
VA.68.5.2.2.	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results
VA.68.5.3.1.	Use two-dimensional or three-dimensional art materials and tools to understand the notantial and limitations of each
VA 68 S 3 3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques
VA.00.3.3.3.	Demonstrate enderstanding of safety protocols for media, tools, processes, and techniques.
VA.68.5.3.4:	Clarifications:
	e.g., ethics, plagialism, appropriation from the internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and
MAFS.6.G.1.1:	other shapes; apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = I$ with and $V = B$ b to
MAFS.6.G.1.2:	find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first
MAFS.6.G.1.3:	coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply
MAFS.6.G.1.4:	these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a
MAFS.7.G.1.1:	scale drawing at a different scale.
	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three
MAFS.7.G.1.2:	measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
	Standard Relation to Course: Supporting
	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right
MAFS.7.G.1.3:	rectangular pyramids.
	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools
MAFS.K12.MP.5.1:	might be beloful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze
	graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other
	mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying
	assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify
	relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use
	technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
1	

MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
LAFS.6.SL.1.1:	<ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> <li>Standard Relation to Course: Supporting</li> </ul>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# GENERAL NOTES

Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0101025	Courses > Grade Group: Grades 6 to 8 Education
Course Number: 0101035	Courses > Subject: Art - Visual Arts > SubSubject:
	Art Comprehensive >
	Abbreviated Title: M/J EXPLORING 3D ART
	Course Length: Semester (S)
	Course Level: 2
Course Status: Course Approved	
Grade Level(s): 6,7,8	

## **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Exploring Three-Dimensional Art (#0101035) 2022 - And

Beyond

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.4:	Explain the purpose of public art in the community.
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	Clarifications: e.g., from history, environment, literary works
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
MA.K12.MTR.1.1:	<ul> <li>Help and support each other when attempting a new method or approach.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	Clarifications:         Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:         • Help students make connections between concepts and representations.         • Provide opportunities for students to use manipulatives when investigating concepts.         • Guide students from concrete to pictorial to abstract representations as understanding progresses.         • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> </ul>
	<ul> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
	<ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> Assess the reasonableness of solutions.
MA K12 MTD 6 1-	<ul> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context</li> </ul>
WA.K12.MTR.0.T:	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly
	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.
	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.
	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# GENERAL NOTES

Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Grade Level(s): 6,7,8

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Art - Visual Arts > SubSubject:
Art Comprehensive >
Abbreviated Title: M/J EXPLORING 3D ART
Course Length: Semester (S)
Course Level: 2

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Three-Dimensional Studio Art 1 (#0101040) 2015 - 2022

(current)

Name	Description
	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
VA.68.C.1.3:	Clarifications:
	e.g., personal, cultural, historical
VA 68 C 2 3·	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth
VA 68 C 3 1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design
VA.08.0.3.1:	Use non-traditional thinking and various techniques to create two- three, and/or four-dimensional artworks
VA.68.F.1.1:	Clarifications:
	e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.4:	Explain the purpose of public art in the community.
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	Clarifications:
	e.g., from history, environment, literary works
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.0.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA 68 0 3 1.	Clarifications
VA.00.0.3.1.	e a diaital presentation artworks video/motion
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA 40 5 2 4.	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications:
	e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and
MAFS.6.G.1.1:	other shapes; apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths,
MAFS.6.G.1.2:	and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = I W h$ and $V = B h$ to find volumes of right restangular primes with fractional edge lengths in the context of solving real world and methometical problems.
	Standard Pelation to Course: Supporting
	Draw polygons in the coordinate plane given coordinates for the vertices: use coordinates to find the length of a side joining points with the same first
MAFS.6.G.1.3:	coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply
MAFS.6.G.1.4:	these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a
MAFS.7.G.1.1:	scale drawing at a different scale.
	Standard Relation to Course: Supporting
	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three
MAFS.7.G.1.2:	measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
	Standard Relation to Course: Supporting
MAES 7 C 1 2.	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular prisms and right
WAI 5.7.0.1.5.	Standard Relation to Course: Supporting
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.  Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
LAFS.6.SL.1.1:	<ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
	Standard Relation to Course: Supporting
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, **wood**, **plaster**, **found objects**, **and paper maché**, **with consideration of the** workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

# GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0101040

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 3-D STUDIO ART 1 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

# **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# M/J Three-Dimensional Studio Art 1 (#0101040) 2022 - And Beyond

VA. 68. C. 1.3:       Identify qualifies of exemplary artworks that are evident and transferable to the judgment of personal work.         VA. 68. C. 1.3:       IClarifications: i.g., personal, cultural, historical         VA. 68. C. 2.3:       Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.         VA. 68. C. 3.1:       Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.         VA. 68. F. 1.1:       Generifications: i.g., potential to transfer and incorporate technological applications         VA. 68. F. 2.1:       Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field         VA. 68. F. 1.2:       Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues         VA. 68. H. 2.4:       Explain the purpose of public art in the community.         Create imaginative works to include background knowledge or information from other subjects.         VA. 68. D. 2.4:       Select various media and techniques to community.         VA. 68. O. 2.4:       Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.         VA. 68. S. 3.1:       Use accurate art vocabulary to explain the creative and art-making processes.         VA. 68. S. 3.1:       Use accurate ant
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e.g., personal, cultural, historical         VA. 68. C. 2.3:       Examine attworks to form ideas and criteria by which to judge/assess to describe the structural elements of an and organizational principles of design.         VA. 68. C. 3.1:       Incorporate accurate and vacabulary during the analysis process to describe the structural elements of an and organizational principles of design.         VA. 68. F. 1.1:       Clarifications:       o.g., potential to transfer and incorporate technological applications         VA. 68. F. 2.1:       Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.         VA. 68. F. 2.4:       Explain the purpose of public art in the community.         VA. 68. F. 2.4:       Explain the purpose of public art in the community.         Create imaginative works to include background knowledge or information from other subjects.       Clarifications:         v2., form history, environment, literary works       e.g., from history, environment, literary works         VA. 68. O. 2.4:       Select various media and techniques to communicate personal works and articled environ of the structural elements of art.         VA. 68. O. 3.1:       Clarifications:       e.g., from history, environments, interviral elements of art and organizational principles of design to document images in various formats for public audiences.         VA. 68. S. 3.1:       Use entrular elements of art and organizational principles of design to document images.       e.g., form history, environments, intervi
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VA 68.C.31:       Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.         VA 68.C.31:       Use non-traditional thinking and various technological applications         e.g. potential to transfer and incorporate technological applications       e.g. potential to transfer and incorporate technological applications         VA 68.F.2.1:       Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.         VA 68.F.3.4:       Foliow directions and complete art tasks in a timely manner to show development of 21st-century skills.         VA 68.H.2.4:       Explain the purpose of public art in the community.         Create imaginative works to include background knowledge or information from other subjects.         VA 68.H.3.3:       Clarifications:         e.g., from history, environment, literary works         VA 68.O.1.2:       Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.         VA 68.O.2.4:       Select and use the structural elements of art and organizational principles of design to accurate art vocabulary to explain the reality and art-making processes.         VA 68.S.1.4:       Use accurate art vocabulary to explain the creative and art-making processes.         VA 68.S.3.1:       Organize the structural elements of art to achieve artistic goals when producing personal works of art.         VA 68.S.3.3: </td
Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.         VA 68 F.1.1:       Clarifications: e.g., potential to transfer and incorporate technological applications         VA 68 F.1.1:       Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.         VA 68 F.3.4:       Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.         VA 68 F.1.2:       Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, mussums, and/or community cultural venues VA 68.H.2.4:         VA 68 H.3.3:       Clarifications: e.g., from history, environment, literary works         VA 68 O.1.2:       Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.         VA 68 O.3.1:       Clarifications: e.g., digital, presentation, artworks, video/motion         VA 68 S.1.4:       Use accurate art vocabulary to explain the creative and art-making processes.         VA 68 S.3.1:       Organize the structural elements of art to achieve artistic goals when producing morks of art.         VA 68 S.3.3:       Demonstrate understanding of safety protocols for media, tools, processes, and techniques.         VA 68 S.3.4:       Clarifications: e.g., cliptations: e.g., cliptations: e.g., cliptations: e.g., cliptations: e.g., cliptations: e.g., cliptation and the intervisional art materistica dools when producing personal works of art.
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VA.68.S.3.3:       Demonstrate understanding of safety protocols for media, tools, processes, and techniques.         VA.68.S.3.4:       Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.         VA.68.S.3.4:       Clarifications: <ul> <li>e.g., ethics, plagiarism, appropriation from the Internet and other sources</li> </ul> VA.68.S.3.5:       Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.         Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
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VA.68.S.3.4:       Clarifications:         e.g., ethics, plagiarism, appropriation from the Internet and other sources         VA.68.S.3.5:       Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.         Mathematicians who participate in effortful learning both individually and with others:         • Analyze the problem in a way that makes sense given the task.         • Ask questions that will help with solving the task.         • Build perseverance by modifying methods as needed while solving a challenging task.         • Stay engaged and maintain a positive mindset when working to solve tasks.         • Help and support each other when attempting a new method or approach.
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<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
Help and support each other when attempting a new method or approach.
MΔ K12 MTR 1 1
Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
Cultivate a community of growth mindset learners.
• Foster perseverance in students by choosing tasks that are challenging.
<ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>
Recognize students' effort when solving challenging problems.
Demonstrate understanding by representing problems in multiple ways
Mathematicians who demonstrate understanding by representing problems in multiple ways:
Build understanding through modeling and using manipulatives.
<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Decrease from modeling problems with objects and drawings to using objects, drawings, tables, graphs and equations.</li> </ul>
Progress from modeling problems with objects and drawings to using algorithms and equations.
Express connections between concepts and representations.
NIN. K12. WTK.2.1. • Onoose a representation based on the groun context of parpose.
Clarifications:
Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concents and concentrations
Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations.  Revide opportunities for students to use manipulatives whon investigating concepts
Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses.
Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different numbers and can be useful in different situations.
Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. Complete tasks with mathematical fluency. Note complete tasks with mathematical fluency.

MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:
	<ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications: Teachers who encourage students to use patterns and structure to belp understand and connect mathematical concepts:
	<ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<ul> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>
	Reinforce that students check their work as they progress within and after a task.     Strengthen students' ability to verify solutions through justifications.  Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.   <ul> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
	Cite evidence to explain and justify reasoning.  Clarifications:  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without pamion the text. During 1st grade, students learn how to incorporate the evidence in their writing.

	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.
	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates handson activities and consumption of art materials.

#### **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 3-D STUDIO ART 1 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# M/J Three-Dimensional Studio Art 2 (#0101050) 2015 - 2022

(current)

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications: e.g., potential to transfer and incorporate technological applications
	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
VA.68.F.2.2:	Clarifications: e.g., exhibition, sale of art products, technology, entertainment
	Collaborate with peers to complete an art task and develop leadership skills.
VA.68.F.3.3:	Clarifications: e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications: e.g., private, public, and personal art collections
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.2:	Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.0.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.O.3.1:	Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = I w h$ and $V = B h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. <b>Standard Relation to Course: Supporting</b>
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Standard Relation to Course: Supporting
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Standard Relation to Course: Supporting
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular prisms and right rectangular prisms and right rectangular pyramids.

	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
	Standard Relation to Course: Supporting
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.
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.
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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 01	01050
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Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 3-D STUDIO ART 2 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

# **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Three-Dimensional Studio Art 2 (#0101050) 2022 - And Beyond

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications: e.g., potential to transfer and incorporate technological applications
	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
VA.68.F.2.2:	Clarifications: e.g., exhibition, sale of art products, technology, entertainment
	Collaborate with peers to complete an art task and develop leadership skills.
VA.68.F.3.3:	Clarifications: e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications: e.g., private, public, and personal art collections
VA 60 LL 2 2.	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.00.П.3.2.	Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.0.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.O.3.1:	Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	Stay engaged and maintain a positive mindset when working to solve tasks.
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
	Progress from modeling problems with objects and drawings to using algorithms and equations.
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

	<ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency.
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:	<ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	Clarifications:         Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:         • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.         • Support students to develop generalizations based on the similarities found among problems.         • Provide opportunities for students to create plans and procedures to solve problems.         • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>
MA.K12.MTR.7.1:	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	Challenge students to question the accuracy of their models and methods.
	Support students as they validate conclusions by comparing them to the given situation.
	Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0101050

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 3-D STUDIO ART 2 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

## **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Three-Dimensional Studio Art 3 (#0101060) 2015 - 2022

(current)

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.2:	Clarifications:
	e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience.
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.0.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.0.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.0.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA 68 S 3 2·	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
m.00.3.3.3.	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA 68 5 3 1.	Clarifications
VA.00.3.3.4.	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Apply two dimensional techniques and media to graphs or aphanes three dimensional artwark
VA.08.5.3.5:	Apply two-dimensional techniques and media to create or ennance three-dimensional attwork.
MAES 6 G 1 1	other shapes: apply these techniques in the context of solving real-world and mathematical problems
	Standard Relation to Course: Supporting
	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths,
	and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = I w h and V = B h to$
MAF5.6.G.1.2:	find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first
MAFS.6.G.1.3:	coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
	Standard Relation to Course: Supporting
MAES 6 C 1 4.	Represent inree-almensional ligures using nets made up or rectangles and triangles, and use the nets to find the surface area or these figures. Apply these techniques in the context of solving real world and mathematical problems.
WIAI 5.0.G.1.4.	Standard Relation to Course: Supporting
	Know the formulas for the area and circumference of a circle and use them to solve problems: give an informal derivation of the relationship between
MAFS.7.G.2.4:	the circumference and area of a circle.
	Standard Relation to Course: Supporting
	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an
MAFS.7.G.2.5:	unknown angle in a figure.
	Standard Relation to Course: Supporting
	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles,
	quadrilaterals, polygons, cubes, and right prisms.
MAFS.7.G.2.6:	Clarifications:
	Examples of Opportunities for In-Depth Focus
	Work toward meeting this standard draws together grades 3–6 work with geometric measurement
	standard Relation to Course: Supporting

	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.SL.1.1:	<ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul>
	<ul> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
	Standard Relation to Course: Supporting
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students make creative use of a set of combined relationships with innovative treatment of space to produce utilitarian forms or aesthetic structures. Student artists may work in, but are not confined to, content in green or environmental design, sculpture, ceramics, or installation art, creating maquettes, casting, and carving. Students explore abstraction and the relationship of scale (i.e., hand-held, human, or monumental) and disproportionate or exaggerated scale, as well as tension, grouping, proximity, and containment. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0101060

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 3D STUDIO ART 3 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

## **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Three-Dimensional Studio Art 3 (#0101060) 2022 - And Beyond

### **Course Standards**

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.2:	Clarifications: e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience.
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.0.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.0.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.0.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	wathematicians who demonstrate understanding by representing problems in multiple ways.
	Build understanding through modeling and using manipulatives.
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	Progress from modeling problems with objects and drawings to using algorithms and equations.
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	Guide students from concrete to pictorial to abstract representations as understanding progresses.
	Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul> </li> </ul></li></ul>
MA.K12.MTR.5.1:	<ul> <li>Develop students ubility to justify includes and compare their responses to the responses of their peers.</li> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.  <ul> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
	Cite evidence to explain and justify reasoning. Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details

	from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students make creative use of a set of combined relationships with innovative treatment of space to produce utilitarian forms or aesthetic structures. Student artists may work in, but are not confined to, content in green or environmental design, sculpture, ceramics, or installation art, creating maquettes, casting, and carving. Students explore abstraction and the relationship of scale (i.e., hand-held, human, or monumental) and disproportionate or exaggerated scale, as well as tension, grouping, proximity, and containment. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Number: 0101060

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J 3D STUDIO ART 3 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# M/J Visual Art 1 (#0101100) 2015 - 2022 (current)

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
	Use technology skills to create an imaginative and unique work of art.
VA.68.F.1.4:	Clarifications:
	e.g., convey depth, scale
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
LAFS.6.SL.1.1:	<ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### **GENERAL NOTES**

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access** an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

## GENERAL INFORMATION

Course Number: 0101100

Course Type: Elective Course Course Status: Course Approved Grade Level(s): 6,7,8 Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J VISUAL ART 1 Course Length: Semester (S) Course Level: 2

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# M/J Visual Art 1 (#0101100) 2022 - And Beyond

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
	Use technology skills to create an imaginative and unique work of art.
VA.68.F.1.4:	Clarifications: e.g., convey depth, scale
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:         Teachers who encourage students to participate actively in effortful learning both individually and with others:         • Cultivate a community of growth mindset learners.         • Foster perseverance in students by choosing tasks that are challenging.         • Develop students' ability to analyze and problem solve.         • Recognize students' effort when solving challenging problems.
M4 K12 MTR 2 1-	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>
	<ul> <li>Other multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> </ul>

MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
MA.K12.MTR.6.1:	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.  <ul> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> <li>Cite evidence to explain and justify reasoning.</li> </ul>
ELA.K12.EE.1.1:	<ul> <li>Clarifications:</li> <li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.         Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences to support comprehension

ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# **GENERAL NOTES**

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

#### English Language Development (ELD) Standards Special Notes Section:

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#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

## GENERAL INFORMATION

Course Number: 0101100

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J VISUAL ART 1 Course Length: Semester (S) Course Level: 2

#### Course Type: Elective Course Course Status: State Board Approved Grade Level(s): 6,7,8

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# M/J Visual Art 2 (#0101110) 2015 - 2022 (current)

VA.68.C.1.3:       Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.         VA.68.C.1.3:       Clarifications: e.g., personal, cultural, historical         Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.	
VA.68.C.1.3: Clarifications: e.g., personal, cultural, historical Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.	
e.g., personal, cultural, historical Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.	
Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.	
e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing	
Use non-traditional thinking and various techniques to create two three and/or four dimensional artworks	
VA.68.F.1.1: Clarifications:	
VA.68.F.2.5: Create an artist statement to reflect on personal artwork for a portfolio or exhibition.	
Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints,	and
VA.68.H.3.2:	
Clarifications:	
e.g., identify facts, ideas, problem-solving skills	
Create imaginative works to include background knowledge or information from other subjects.	
VA.68.H.3.3: Clarifications:	
e.g., from history, environment, literary works	
VA.68.0.1.3: Combine creative and technical knowledge to produce visually strong works of art.	
VA.68.0.2.1: Create new meaning in artworks through shared language, expressive content, and ideation.	
VA.68.0.2.4: Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of ar	
VA.68.S.1.4: Use accurate art vocabulary to explain the creative and art-making processes.	
VA.68.S.2.2: Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.	
Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the cre	ative
process.	
VA.68.S.3.1: Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.	
VA.68.S.3.3: Demonstrate understanding of safety protocols for media, tools, processes, and techniques.	
VA.68.S.3.5: Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.	
MAFS.7.G.1.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reprod scale drawing at a different scale.	icing a
MAFS.7.G.1.2: Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles f measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	om three
MAES 7.G.1.3: Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and ri	jht
rectangular pyramids.	
Attend to precision.	
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in	their own
reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are car	eful about
specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and effi	iently,
express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give careful formulated evaluated evaluations to each other. But the time they reach high exhert they have learned to evaluate claims and make evaluations of d	y finitions
formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of do	innitions.
Look for and make use of structure.	
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and	seven
more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have.	Later,
students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expre	ssion x <sup>2</sup>
+ 9x + 14, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$ . They recognize the significance of an existing line in a geometric figure 1.0 m s and the 9 as $2 + 7$ .	ure and
can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They d	an see
complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can s	ee 5 – 3(x
- y)* as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and	1.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
LAFS.6.L.1.2: a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	
b. Spell correctly.	
AFS 68 WHST 2.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly	and
LAFS.68.WHST.2.6: efficiently.	
ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.	

# GENERAL NOTES

Students investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Students interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access** an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

# GENERAL INFORMATION

Course Number: 01	01110
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Course Type: Elective Course

Grade Level(s): 6,7,8

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J VISUAL ART 2 Course Length: Semester (S) Course Level: 2

Educator Certifications

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Visual Art 2 (#0101110) 2022 - And Beyond

Name	Description
VA.68.C.1.3:	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
	Clarifications:
	e.g., personal, cultural, historical
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
	Clarifications:
	e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications:
	e.g., potential to transfer and incorporate technological applications
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and
	solutions.
VA.68.H.3.2:	Clarifications:
	e.g., identify facts, ideas, problem-solving skills
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	Clarifications:
	e.g., from history, environment, literary works
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.0.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative
VA (0 C 2 1.	process.
VA.68.5.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.08.5.3.3:	Apply two dimensional techniques and media to create or aphance three dimensional artwork
VA.00.3.3.3.	Mathematicians who participate in effortful learning both individually and with others:
	<ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	Stay engaged and maintain a positive mindset when working to solve tasks.
	Help and support each other when attempting a new method or approach.
MA.K12.M1R.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	<ul> <li>Develop students' ability to analyze and problem solve.</li> <li>Desegnize students' affect when solving shallonging problems</li> </ul>
	• Recognize students errort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
MA.K12.MTR.2.1:	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Express connections between concepts and representations.
	Choose a representation based on the given context or purpose.
	Clarifications:
	Help students make connections between concents and representations
	<ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>
	<ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>
	<ul> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency
	Mathematicians who complete tasks with mathematical fluency:
	Calest affisiant and appropriate methods for calving making within the civer context
	Select encient and appropriate methods for solving problems within the given context.      Maintain flexibility and accuracy while performing procedures and montal calculations.
	· Maintain honority and accuracy while performing procedures and mental calculations.

	Complete tasks accurately and with confidence.      Adapt procedures to apply them to a new context
MA.K12.MTR.3.1:	Use feedback to improve efficiency when performing calculations.
	Clarifications:         Teachers who encourage students to complete tasks with mathematical fluency:         • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.         • Offer multiple opportunities for students to practice efficient and generalizable methods.         • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
	<ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>
MA.K12.MTR.5.1:	<ul><li>Look for similarities among problems.</li><li>Connect solutions of problems to more complicated large-scale situations.</li></ul>
	Clarifications:         Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:         • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.         • Support students to develop generalizations based on the similarities found among problems.         • Provide opportunities for students to create plans and procedures to solve problems.         • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA K12 MTR 6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
WIX.NT2.WTN.O.T.	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>
	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to question the accuracy of their models and methods.         • Support students as they validate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	· ·
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# GENERAL NOTES

Students investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Students interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access** an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

# GENERAL INFORMATION

Course Number:	0101110
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Course Type: Elective Course Course Status: State Board Approved Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J VISUAL ART 2 Course Length: Semester (S) Course Level: 2

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# M/J Visual Art 3 (#0101120) 2015 - 2022 (current)

# **Course Standards**

Name	Description
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.2:	Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular prisms and right rectangular pyramids.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
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
LAFS.68.WHST 2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

# GENERAL NOTES

Students manipulate 2D and 3D media, skills and techniques toward a desired project outcome within a studio art environment through the exploration of either contemporary or historical art viewpoints. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students explain the significance of their personal artwork, investigate multiple artisitic project solutions, and create expressive and technically rigorous artwork requiring sequentially ordered procedures and specified media to achieve intended results. Students actively employ thoughtful use of the elements and principles of art throughout the art production process with the intention of creating unified pieces of artwork.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access** an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

### GENERAL INFORMATION

Course Number: 0101120

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J VISUAL ART 3 Course Length: Semester (S) Course Level: 2

Course Type: Elective Course Course Status: Course Approved Grade Level(s): 6,7,8

## **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# M/J Visual Art 3 (#0101120) 2022 - And Beyond

# **Course Standards**

Name	Description
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.2:	Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	Stay engaged and maintain a positive mindset when working to solve tasks.
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	Guide students from concrete to pictorial to abstract representations as understanding progresses.
	Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency.
	Select efficient and appropriate methods for solving problems within the given context.
	<ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>
	Complete tasks accurately and with confidence.
	Adapt procedures to apply them to a new context.
	Use feedback to improve efficiency when performing calculations.
	Clarifications:
	Teachers who encourage students to complete tasks with mathematical fluency:
	Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
	Offer multiple opportunities for students to practice efficient and generalizable methods.
	• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>
MA.K12.MTR.6.1:	<ul> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.  Clarifications:  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.

	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## GENERAL NOTES

Students manipulate 2D and 3D media, skills and techniques toward a desired project outcome within a studio art environment through the exploration of either contemporary or historical art viewpoints. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students explain the significance of their personal artwork, investigate multiple artisitic project solutions, and create expressive and technically rigorous artwork requiring sequentially ordered procedures and specified media to achieve intended results. Students actively employ thoughtful use of the elements and principles of art throughout the art production process with the intention of creating unified pieces of artwork.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access** an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

# GENERAL INFORMATION

Course Number: 0101120

Course Type: Elective Course Course Status: State Board Approved Grade Level(s): 6,7,8 Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: M/J VISUAL ART 3 Course Length: Semester (S) Course Level: 2

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

## **Course Standards**

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications:
	e.g., potential to transfer and incorporate technological applications
VA.68.F.1.3:	Investigate and describe how technology inspires and affects new applications and adaptations in art.
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications:
	e.g., private, public, and personal art collections
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	Clarifications:
	e.g., from history, environment, literary works
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.0.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications:
	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and
	issues, building on others' ideas and expressing their own clearly.
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic,
	text, or issue to probe and reflect on ideas under discussion.
LAFS.6.SL.1.1:	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under
	discussion.
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or
LAFS 6 SL 1 2.	Issue under study.
LAI 3.0.3L.1.3.	Desincate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	appropriate eye contact, adequate volume, and clear pronunciation.
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

# GENERAL NOTES

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0102040

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: M/J CREATIVE PHOTO 1 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

Art (Elementary and Secondary Grades K-12) Art Education (Secondary Grades 7-12)
#### **Course Standards**

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Name	Description	
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.	
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.	
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.	
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.	
VA 68 F 1 1	Clarifications:	
	e.g., potential to transfer and incorporate technological applications	
VA 40 Г 1 2.	Investigate and describe how technology incrises and effects new applications and educatetions in art	
VA.00.F.1.3.	Investigate and describe now recimology inspires and anects new applications and adaptations in art.	
VA.00.F.2.1.	Analyze the precedured and divergent thinking chills developed in visual arts to determine requisite skins and qualifications for the communication of art ideas	
VA.00.F.3.2.	Follow directions and complete art tasks in a timely manner to show development of 21st continue skills	
VA.00.F.3.4.	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community suitural venues	
VA.08.H.1.2:	Describe the retionale for execting, collecting, and survive and survive of art	
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.	
VA.68.H.2.3:	Clarifications:	
	e.g., private, public, and personal art collections	
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.	
	Create imaginative works to include background knowledge or information from other subjects.	
VA.68.H.3.3:	Clarifications:	
	e.g., from history, environment, literary works	
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.	
VA.68.0.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.	
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.	
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.	
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.	
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.	
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.	
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.	
VA 68 S 3 4 ·	Clarifications	
11.00.0.0.1.	e.g., ethics, plagiarism, appropriation from the Internet and other sources	
	Mathematicians who participate in offertful learning both individually and with others:	
	Analyze the problem in a way that makes sense given the task	
	Ask questions that will help with solving the task	
	Build perseverance by modifying methods as peeded while solving a challenging task	
	<ul> <li>Stav engaged and maintain a positive mindset when working to solve tasks.</li> </ul>	
	<ul> <li>Stay engaged and maintain a positive minuser when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	
MA.K12.MTR.1.1:	<ul> <li>Thep and support call other when attempting a new method or approach.</li> </ul>	
	Clarifications:	
	e cultivete e community of growth mindest learners	
	<ul> <li>Cultivate a community of growth minuser realises.</li> <li>Easter persequerence in students by chaosing tasks that are challenging.</li> </ul>	
	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' shills to evolve and evolve solve</li> </ul>	
	Develop students' ability to analyze and problem solve.	
	• Recognize students effort when solving challenging problems.	
	Demonstrate understanding by representing problems in multiple ways.	
	Mathematicians who demonstrate understanding by representing problems in multiple ways:	
	Build understanding through modeling and using manipulatives.	
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	

MA.K12.MTR.2.1:	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts. <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul></li></ul>
MA.K12.MTR.3.1:	<ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. <b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.

	Use models and methods to understand, represent and solve problems.
	<ul> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0102040

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: M/J CREATIVE PHOTO 1 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12) Art Education (Secondary Grades 7-12)

#### **Course Standards**

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Name	Description	
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.	
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.	
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.	
	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.	
VA.68.C.3.2:	Clarifications:	
	e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing	
VA 68 F 1 2 <sup>.</sup>	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks	
VA.68.F.1.3:	Investigate and describe how technology inspires and affects new applications and adaptations in art.	
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.	
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.	
	Collaborate with peers to complete an art task and develop leadership skills.	
VA 69 E 2 2.	Clarifications	
VA.00.1.3.3.	e atask: voluntary, assigned: time: long-term group project	
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.	
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.	
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.	
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.	
VA.68.H.3.2:	Clarifications:	
	e.g., identify facts, ideas, problem-solving skills	
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.	
VA.68.0.2.2:	Investigate the problem-solving gualities of divergent thinking as a source for new visual symbols and images.	
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making	
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.	
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.	
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.	
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.	
VA 68 5 3 4.		
VA.00.3.3.4.	e.g., ethics, plagiarism, appropriation from the Internet and other sources	
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
	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.	
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the	
LAFS 7 SL 1 1.	topic, text, or issue to probe and reflect on ideas under discussion.	
LAI 3.7.3L.1.1.	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
	c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the	
	discussion back on topic as needed.	
	a. Acknowledge new information expressed by others and, when warranted, modify their own views.	
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.	
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.	
	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use	
LAFS.7.SL.2.4:	appropriate eye contact, adequate volume, and clear pronunciation.	
	Use appropriate tools strategically.	

MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students advance their technical and aesthetic foundations in photographic techniques. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0102050

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: M/J CREATIVE PHOTO 2 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

#### **Course Standards**

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
VA.68.C.3.2:	Clarifications:
	e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.1.3:	Investigate and describe how technology inspires and affects new applications and adaptations in art.
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
	Collaborate with peers to complete an art task and develop leadership skills.
VA 68 E 3 3.	Clarifications
VA.00.1.3.3.	e a task: voluntary assigned: time: long-term group project
	c.g., task. voluntary, assigned, time, forg term group project
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.1:	Describe now previous cultural trends have led to the development of new art styles.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions
VA.68.H.3.2:	
	Clarifications:
	e.g., Identify facts, Ideas, problem-solving skins
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.0.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications:
	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Mathematicians who participate in effortful learning both individually and with others:
	<ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>
	Ask questions that will help with solving the task.
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations
	Progress from modeling problems with objects and drawings to using algorithms and equations

MA.K12.MTR.2.1:	<ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	Clarifications:         Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:         • Help students make connections between concepts and representations.         • Provide opportunities for students to use manipulatives when investigating concepts.         • Guide students from concrete to pictorial to abstract representations as understanding progresses.         • Show students that uniques representations can have different situations.
	Show students that various representations can have different purposes and can be useful in different situations.  Complete tasks with mathematical fluency.
MA.K12.MTR.3.1:	<ul> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?"
	Strengthen students' ability to verify solutions through justifications.
	Mathematicians who apply mathematics to real-world contexts:
	<ul><li>Connect mathematical concepts to everyday experiences.</li><li>Use models and methods to understand, represent and solve problems.</li></ul>

	Perform investigations to gather data or determine if a method is appropriate.     Redesign models and methods to improve accuracy or efficiency
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<ul> <li>Cite evidence to explain and justify reasoning.</li> <li>Clarifications:</li> <li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  Clarifications:  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students advance their technical and aesthetic foundations in photographic techniques. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit

https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION	
Course Number: 0102050	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: M/J CREATIVE PHOTO 2
	Course Length: Year (Y)
	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 6,7,8	

#### **Educator Certifications**

Art	(Elementar	y and Secondary Grades K-12)	
Art	Education	Secondary Grades 7-12)	

# M/J Digital Art & Design 1 (#0103000) 2015 - 2022 (current)

## **Course Standards**

Name	Description	
	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.	
VA 68 C 1 3	Clarifications:	
	e.g., personal, cultural, historical	
	Formation and control of the second estimate by orbital the bodies (second ending in second estimate and estimate mercula	
VA.68.C.2.3:	Examine an works to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.	
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.	
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.	
VA.68.F.1.1:	Clarifications:	
	e.g., potential to transfer and incorporate technological applications	
	Use technology skills to create an imaginative and unique work of art.	
VA.68.F.1.4:	Clarifications:	
	e.g., convey depth, scale	
	Investigate server encertwrities quallede in the viewel arts to determine requisite skills and qualifications for each field	
VA.08.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skins and qualifications for each field.	
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.	
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.	
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.	
VA.68.H.2.3:	Clarifications:	
	e.g., private, public, and personal art collections	
	Create imaginative works to include background knowledge or information from other subjects.	
VA.68.H.3.3:	Clarifications:	
	e.g., from history, environment, literary works	
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand now artwork is unified.	
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.	
VA.68.0.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.	
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.	
VA.68.0.3.1:	Clarifications:	
	e.g., digital, presentation, artworks, video/motion	
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.	
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.	
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.	
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.	
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.	
VA.68.S.3.4:	Clarifications:	
	e.g., ethics, plagiarism, appropriation from the Internet and other sources	
	Engage effectively in a range of collaborative discussions (one-on-one in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and	
	issues, building on others' ideas and expressing their own clearly.	
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic,	
	text, or issue to probe and reflect on ideas under discussion.	
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
LAF5.0.5L.1.1:	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under	
	discussion.	
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
	Standard Relation to Course: Supporting	
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or	
	Issue under study.	
LAF3.0.3L.1.3.	Demeate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
LAFS.6.SL.2.4:	appropriate eve contact, adequate volume, and clear pronunciation	
	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical	
LAFS.68.RST.2.4:	context relevant to grades 6–8 texts and topics.	
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and	
LAFS.68.WHST.2.6:	efficiently.	
	Use appropriate tools strategically.	
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,	
	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.	
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools	

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### **GENERAL NOTES**

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0103000

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: M/J DIG ART & DES 1 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

# M/J Digital Art & Design 1 (#0103000) 2022 - And Beyond

Name	Description
	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
VA.68.C.1.3:	Clarifications:
	e.g., personal, cultural, historical
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA 68 F 1 1.	
VA.00.1.1.1.	e.g., potential to transfer and incorporate technological applications
	use technology skills to create an imaginative and unique work of art.
VA.68.F.1.4:	Clarifications:
	e.g., convey depth, scale
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications:
	e.g., private, public, and personal art collections
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	Clarifications:
	e.g., from history, environment, literary works
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.0.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.0.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.0.3.1:	Clarifications:
	e.g., digital, presentation, artworks, video/motion
VA 68 S 1 4·	Ise accurate art vocabulary to explain the creative and art-making processes
VA 68 S 2 1	Organize the structural elements of art to achieve artistic goals when producing personal works of art
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA 68 S 3 4·	Clarifications
11.00.0.0.1.	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task
	Ask questions that will beln with solving the task
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stav engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
Ma K12 MTR 2 1-	Duild understanding through modeling and using manipulatives
	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Depresent solutions to problems in multiple wave using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Frogless from modeling problems with objects and drawings to using algorithms and equations.
	Choose a representation based on the given context or purpose
	Cidi Ilications: Teachers who encourage students to demonstrate understanding by representing problems in multiple wave-
	<ul> <li>Help students make connections between concepts and representations.</li> </ul>
	<ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>
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	<ul><li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	Clarifications:         Teachers who encourage students to complete tasks with mathematical fluency:         • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.         • Offer multiple opportunities for students to practice efficient and generalizable methods.         • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>
MA.K12.MTR.6.1:	<ul> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Strengthen students ability to verify solutions tillough justifications.</li> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:         <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficience</li> </ul> </li> <li>Clarifications:         <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:                 <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul> </li> </ul></li></ul>

	Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0103000

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: M/J DIG ART & DES 1 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

## **Educator Certifications**

# M/J Digital Art & Design 2 (#0103010) 2015 - 2022 (current)

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications:
	e.g., potential to transfer and incorporate technological applications
	Use technology skills to create an imaginative and unique work of art.
VA.68.F.1.4:	Clarifications:
	e.g., convey depth, scale
	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
VA.68.F.2.2:	Clarifications:
	e.g., exhibition, sale of art products, technology, entertainment
	Collaborate with peors to complete an art task and develop leadership skills
VA.68.F.3.3:	Clarifications:
	e.g., task: voluntary, assigned, time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications:
	e.g., private, public, and personal art collections
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.0.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.0.3.1:	Clarifications:
	e.g., digital, presentation, artworks, video/motion
V/A 68 S 1 2.	Use media, technology, and other resources to derive ideas for nersonal art making
VA.00.5.1.2.	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent
VA.68.5.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results
VA 68 S 3 1:	Use two-dimensional or three-dimensional art materials and tools to understand the notential and limitations of each
VA 68 S 3 3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art
VA 40 5 2 4.	
VA.00.3.3.4.	e q ethics plagarism appropriation from the Internet and other sources
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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS 68 WHST 2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and
211 0.00.11101.2.0.	efficiently.
	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.
	a. Come to discussions prepared, naving read or researched material under study; explicitly draw on that preparation by referring to evidence on the
	topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.7.SL.1.1:	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
	c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the
	d. Asknowledge new inferrentian expressed by others and when warranted, madify their own views
	d. Acknowledge new information expressed by others and, when warranted, modify their own views.
	Standard Relation to Course: Supporting
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.
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.
1 AES 7 SL 2 4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use
LAI J.7.JL.2.4.	appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include popul and paper
	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical problem. These tools might include pencil and paper,
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools
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MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0103010

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: M/J DIG ART & DES 2 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

# M/J Digital Art & Design 2 (#0103010) 2022 - And Beyond

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications: e.g., potential to transfer and incorporate technological applications
	Use technology skills to create an imaginative and unique work of art.
VA.68.F.1.4:	Clarifications: e.g., convey depth, scale
VA.68.F.2.2:	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Clarifications: e.g., exhibition, sale of art products, technology, entertainment
	Collaborate with neers to complete an art task and develop leadership skills
VA.68.F.3.3:	Clarifications: e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Clarifications: e.g., private, public, and personal art collections
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.0.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.0.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.0.3.1:	Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
MA K12 MTP 2 1-	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or nurpose.</li> </ul>
UVUTER (Z. IVI I R.Z. I.	Clarifications:         Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:         • Help students make connections between concepts and representations.         • Provide opportunities for students to use manipulatives when investigating concepts.

	<ul><li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>
MA.K12.MTR.6.1:	<ul> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Strengthen students ability to verify solutions through justifications.</li> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:         <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficience</li> </ul> </li> <li>Clarifications:         <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:                 <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul> </li> </ul></li></ul>

	Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0103010

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: M/J DIG ART & DES 2 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

## **Educator Certifications**

# M/J Digital Art and Design 3 (#0103020) 2015 - 2022 (current)

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
	Use technology skills to create an imaginative and unique work of art.
VA.68.F.1.4:	Clarifications:
	e.g., convey depth, scale
VA 69 E 2 4.	Present research on the works of legal artists and designers to understand the significance of art in the community
VA.00.1.2.4.	Create an artist statement to reflect an nersonal artwark for a portfolio or exhibition
VA.68 F 3 1	Use technology applications through the art making process to express community or global concerns
VA.68 F 3 2	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas
VA.68 H 1 4	Explain the significance of personal activery noting the connections between the creative process, the actist, and the actist's own history
VA.68 H 2 2	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist s own history.
VA.00.11.2.2.	Explain the impact at work and dumanan objects have on the numan experience.
	solutions.
VA.68.H.3.2:	
	e a lidentify facts lideas problem-solving skills
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.0.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.0.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.0.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA 68 S 3 4·	Clarifications
11.00.0.0.1	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical
LAFS.68.RST.2.4:	context relevant to grades 6–8 texts and topics.
LAF5.68.WH51.2.4:	Produce clear and concrete writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and
	issues, building on others' ideas and expressing their own clearly.
	a. Come to discussions prepared, naving read or researched material under study; explicitly draw on that preparation by retering to evidence on the
	topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.8.SL.1.1:	b. Follow fulles for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual foles as needed.
	c. Pose questions that connect the lueas of several speakers and respond to others questions and comments with relevant evidence, observations,
	anu rueas.
	u. Acknowledge new information expressed by others, and, when warranted, quality of justify their own views in light of the evidence presented.
	Standard Relation to Course: Supporting
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social,
	commercial, political) benind its presentation.
LAFS.8.SL.1.3:	identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen
	details; use appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include panel, and paper
	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students become proficient in, and refine, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Students' increasingly independent approach to their work promotes risk-taking in the completion of conceptually based, self-directed work. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0103020

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: M/J DIG ART DESIGN 3 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

# M/J Digital Art and Design 3 (#0103020) 2022 - And Beyond

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
	Use technology skills to create an imaginative and unique work of art.
VA.68.F.1.4:	Clarifications:
	e.g., convey depth, scale
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience.
	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and
	solutions.
VA.68.H.3.2:	Clarifications:
	e.g., identify facts, ideas, problem-solving skills
VA.68.0.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.0.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.0.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.0.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.0.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications:
	e.g., ethics, plagiarism, appropriation from the Internet and other sources
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
Ma K12 MTR 2 1-	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Ruild understanding through modeling and using manipulatives
	Bancesent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations
	Progress from modeling problems with objects and drawings to using algorithms and equations
	Express connections between concents and representations
	Choose a representation based on the given context or purpose
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations
	Provide opportunities for students to use manipulatives when investigating concepts.
	Guide students from concrete to pictorial to abstract representations as understanding progresses.

	Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> </ul>
	Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>
	<ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> </ul>
	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         Challenge students to question the accuracy of their models and methods.         Support students as they validate conclusions by comparing them to the given situation.         Indicate how various concepts can be applied to other disciplines.

	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students become proficient in, and refine, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Students' increasingly independent approach to their work promotes risk-taking in the completion of conceptually based, self-directed work. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0103020

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: M/J DIG ART DESIGN 3 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

# Advanced Placement Art History (#0100300) 2014 - 2022 (current)

## General Course Information and Notes

#### VERSION DESCRIPTION

The course description for this Advanced Placement course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers\_corner/index.html.

#### GENERAL INFORMATION

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Course Number: 0100200	Cours
course Number: 0100300	Educa
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Number of Credits: One (1) credit	Cours
	Cours
	• A
Course Type: Core Academic Course	Cours

Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Appreciation/History/Criticism > Abbreviated Title: AP ART HISTORY Course Length: Year (Y) Course Attributes: • Advanced Placement (AP) Course Level: 3

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Humanities (Elementary and Secondary Grades K-12)	
Art (Elementary and Secondary Grades K-12)	

# Advanced Placement Art History (#0100300) 2022 - And Beyond

## General Course Information and Notes

#### VERSION DESCRIPTION

The course description for this Advanced Placement course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers\_corner/index.html.

#### GENERAL INFORMATION

	course Path
Course Number: 0100200	Courses > Gr
Course Number: 0100300	Education Cou
	SubSubject:
	Abbreviated
Number of Credits: One (1) credit	Course Leng
	Course Attri
	Advance
Course Type: Core Academic Course	Course Leve
Course Status: State Board Approved	

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Appreciation/History/Criticism > Abbreviated Title: AP ART HISTORY Course Length: Year (Y) Course Attributes: • Advanced Placement (AP) Course Level: 3

#### **Educator Certifications**

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Art Education (Secondary Grades 7-12)
Humanities (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)

# Introduction to Art History (#0100310) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Analyze how visual information is developed in specific media to create a recorded visual image
VA 010 0 1 F	
VA.912.C.1.5:	e.g., four-dimensional media, motion or multi-media
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA 912 C 3 5	Make connections between timelines in other content areas and timelines in the visual arts
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, gualifications, supply-and-demand, market location, and potential earnings,
VA 912 F 2 8	Describe community resources to preserve restore exhibit and view works of art
	Use appropriately cited sources to document research and present information on visual culture.
V/A 012 E 2 5·	Clarificatione
VA.712.1.3.3.	e.g., visual, digital, and textual information
VA 010 E 0 10	
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
VA.912.S.1.3:	Clarifications: e.g. texts visual media. Internet museums Florida bistory. Holocaust African American bistory.
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.
	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.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
LAF3.910.3L.1.1.	alternate views), clear goals and deadlines, and individual roles as needed.
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively
	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their
	own views and understanding and make new connections in light of the evidence and reasoning presented.
	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and
LAFS.910.SL.1.2:	accuracy of each source.
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.
LAFS.910.SL.2.4:	organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS 910 WHST 2 7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or
LAI 3.710.WII31.3.7.	broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each
LAFS.910.WHST.3.8:	source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and
	rollowing a standard format for citation.
MAFS.K12.MP.6.1:	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own
	reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about
	specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,
	express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully
	formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
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MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

#### Special Notes:

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- 2. Making close reading and rereading of texts central to lessons.
- 3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments.
- 4. Requiring students to support answers with evidence from the text.
- 5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0100310

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Appreciation/History/Criticism > Abbreviated Title: INTRO TO ART HIST Course Length: Semester (S) Course Level: 2

## **Educator Certifications**

Art Education (Secondary Grades 7-12)
Humanities (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)
# Introduction to Art History (#0100310) 2022 - And Beyond

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Analyze how visual information is developed in specific media to create a recorded visual image.
VA 912 C 1 5	Clarifications:
VA.712.0.1.J.	e.g., four-dimensional media, motion or multi-media
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
	Interpret and reflect on cultural and historical events to create art.
VA 012 S 1 3.	Clarifications
VA.912.3.1.3.	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
	Mathematicians who participate in offertful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task
	Ask questions that will belo with solving the task
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stav engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	<ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives
	Dunia understanding through modeling and using manipulatives.     Depresent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Express connections between concents and representations
MA K12 MTD 2 1.	Choose a representation based on the given context or purpose
MA.KTZ.WITK.Z.T.	
	Clarifications:
	Help students make connections between concents and representations
	Provide opportunities for students to use manipulatives when investigating concepts
	Guide students from concrete to nictorial to abstract representations as understanding progresses
	<ul> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Mathematicians who complete tasks with mathematical fluency:
	Select efficient and appropriate methods for solving problems within the given context.
	Maintain residuity and accuracy while performing procedures and mental calculations.
	Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	<ul> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve afficiency when performing calculations.</li> </ul>
	Ose recould to improve enciency when performing calculations.
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:
	<ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>
	Offer multiple opportunities for students to practice efficient and generalizable methods.
	• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively.
	Analyze the mathematical thinking of others.
	Compare the efficiency of a method to those expressed by others.
	Recognize errors and suggest how to correctly solve the task.
MA.K12.MTR.4.1:	Justify results by explaining methods and processes.     Construct possible arguments based on evidence
	Clarifications
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
	Create opportunities for students to discuss their thinking with peers.
	Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
	Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
	Focus on relevant details within a problem.
	Create plans and procedures to logically order events, steps or ideas to solve problems.
	Decompose a complex problem into manageable parts.
	Kerate previously learned concepts to new concepts.
MA.K12.MTR.5.1:	Connect solutions of problems to more complicated large-scale situations.
	Clarifications:
	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
	Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
	Support students to develop generalizations based on the similarities found among problems.
	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking</li> </ul>
	Assass the reasonableness of colutions
	Mathematicians who assess the reasonableness of solutions:
	Estimate to discover possible solutions.
	Use benchmark quantities to determine if a solution makes sense.
	Check calculations when solving problems.
	Verify possible solutions by explaining the methods used.
MA.K12.MTR.6.1:	Evaluate results based on the given context.
	Clarifications:
	Have students estimate or predict solutions prior to solving.
	<ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>
	Reinforce that students check their work as they progress within and after a task.
	Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	Connect mathematical concepts to everyday experiences.
MA.K12.MTR.7.1:	Use models and methods to understand, represent and solve problems.
	• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency
	Clarifications:
	Teachers who encourage students to apply mathematics to real-world contexts:
	<ul> <li>Challenge students to guestion the accuracy of their models and methods.</li> </ul>
	<ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>
	Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	Clarifications:
	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details
	from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
	In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly
1	

	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.	
	6-8 Students continue with previous skills and use a style guide to create a proper citation.	
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.	
	Read and comprehend grade-level complex texts proficiently.	
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.	
	Make inferences to support comprehension.	
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.	
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.	
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.	
	Use the accepted rules governing a specific format to create quality work.	
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.	
	Use appropriate voice and tone when speaking or writing.	
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	

## VERSION DESCRIPTION

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

### Special Notes:

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- 2. Making close reading and rereading of texts central to lessons.
- 3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments.
- 4. Requiring students to support answers with evidence from the text.
- 5. Providing extensive text-based research and writing opportunities (claims and evidence).

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0100310

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Appreciation/History/Criticism > Abbreviated Title: INTRO TO ART HIST Course Length: Semester (S) Course Level: 2

# **Educator Certifications**

Art Education (Secondary Grades 7-12) Humanities (Elementary and Secondary Grades K-12) Art (Elementary and Secondary Grades K-12)

# Art in World Cultures (#0100320) 2015 - 2022 (current)

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
	Analyze how visual information is developed in specific media to create a recorded visual image.
VA.912.C.1.5:	Clarifications:
	e.g., four-dimensional media, motion or multi-media
VA.912.C.2.8: Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthe	
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.
VA.912.H.1.10:	Clarifications:
	e.g., belief system, ecology, environment, current visual culture, economy
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications:
	e.g., statuary
VA.912.H.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.
VA.912.H.2.6:	Clarifications: e.g., historical periods, cultures
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	e.g., drawing, sculpting, digital multi-media
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.
	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.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic of issue to stimulate a moughtur, well-reasoned exchange of ideas.
LAFS.910.SL.1.1:	alternate views) clear goals and deadlines and individual roles as needed
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively
	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their
	own views and understanding and make new connections in light of the evidence and reasoning presented.
I AES 010 SL 1 2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and
LAI 3.910.3L.1.2.	accuracy of each source.
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.
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
E/(10.710.0E.2.11	organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each

LAFS.910.WHST.3.8:	source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in **today's museums and other public buildings, private** collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.

## GENERAL NOTES

### Special Notes:

## Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- 2. Making close reading and rereading of texts central to lessons.
- 3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments.
- 4. Requiring students to support answers with evidence from the text.
- 5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0100320

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Appreciation/History/Criticism > Abbreviated Title: ART IN WRLD CULTURES Course Length: Semester (S) Course Level: 2

# **Educator Certifications**

Art Education (Secondary Grades 7-12) Humanities (Elementary and Secondary Grades K-12) Art (Elementary and Secondary Grades K-12)

# Art in World Cultures (#0100320) 2022 - And Beyond

Name	Description	
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.	
	Analyze how visual information is developed in specific media to create a recorded visual image.	
VA.912.C.1.5:	Clarifications:	
	e.g., four-dimensional media, motion or multi-media	
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic gualities.	
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.	
VA 912 C 3 1	Clarifications:	
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning	
VA 912 C 3 5	Make connections between timelines in other content areas and timelines in the visual arts	
11.712.0.0.0	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.	
VA 012 C 3 6.	Clarifications	
VA.712.0.3.0.	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art	
	Create a digital or time based presentation to analyze and compare article, artworks, and concepts in historical context	
VA.912.F.1.5.	Describe community resources to preserve restore exhibit and view works of art	
VA.712.1.2.0.	Use appropriately cited sources to document research and present information on visual culture	
VA 012 E 2 5.		
VA.912.1.3.3.	e.g., visual, digital, and textual information	
	Lies digital equipment and peripheral devices to record, create, present, and/or chare accurate visual images with others	
VA.912 H 1 3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics	
	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups,	
VA.912.H.1.4:	cultures, events, and/or traditions they reflect.	
	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.	
VA.912.H.1.10:	Clarifications:	
	e.g., belief system, ecology, environment, current visual culture, economy	
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.	
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.	
VA.912.H.2.3:	Clarifications:	
	e.g., statuary	
VA.912.H.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.	
	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.	
VA.912.H.2.6:	Clarifications:	
	e.g., historical periods, cultures	
	Describe processes and techniques used to record visual imagery.	
VA.912.S.1.6:	Clarifications:	
	e.g., drawing, sculpting, digital multi-media	
	Mathematicians who participate in effortful learning both individually and with others:	
	Analyze the problem in a way that makes sense given the task.	
	Ask questions that will help with solving the task.	
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>	
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>	
MA V12 MTD 1 1.	Help and support each other when attempting a new method or approach.	
WIA.K12.WITK.1.1.	Clarifications:	
	Teachers who encourage students to participate actively in effortful learning both individually and with others:	
	Cultivate a community of growth mindset learners.	
	Foster perseverance in students by choosing tasks that are challenging.	
	Develop students' ablity to analyze and problem solve.     Decognize students' affert when solving shallonging problems	
	• Recognize students errort when solving challenging problems.	
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	
	Build understanding through modeling and using manipulatives.	
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	
	Progress from modeling problems with objects and drawings to using algorithms and equations.	
	Express connections between concepts and representations.	
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.	
	Clarifications:	
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:	

	<ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>
	Show students that various representations can have different purposes and can be useful in different situations. Complete tasks with mathematical fluency.
MA.K12.MTR.3.1:	<ul> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers. Use patterns and structure to help understand and connect mathematical concepts. Mathematical swho use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:	<ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>

	<ul> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<ul> <li>Clarifications:</li> <li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li> </ul>
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.
	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in **today's museums and other public buildings, private** collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.

## GENERAL NOTES

## Special Notes:

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- 2. Making close reading and rereading of texts central to lessons.
- 3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments.
- 4. Requiring students to support answers with evidence from the text.
- 5. Providing extensive text-based research and writing opportunities (claims and evidence).

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0100220	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0100320	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Art Appreciation/History/Criticism >
	Abbreviated Title: ART IN WRLD CULTURES
Number of Credits: Half credit (.5)	Course Length: Semester (S)
Course Type: Core Academic Course	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

## **Educator Certifications**

GENERAL INFORMATION

Art Education (Secondary Grades 7-12) Humanities (Elementary and Secondary Grades K-12) Art (Elementary and Secondary Grades K-12)

# Art History and Criticism 1 Honors (#0100330) 2015 - 2022 (current)

Name	Description	
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.	
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.	
VA.912.C.1.4:	Clarifications:	
	e.g., symbolism, spatial relationship	
VA 912 C 2 A·	Classify artworks using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials	
VA 912 C 2 8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities	
VA 912 C 3 5	Compare at work, architecture, designs, and/or models to understand now technical and utilitatian components impact destrictic qualities.	
VA.712.0.3.3.	Discuss how the aesthetics of artwork and utilitarian objects have changed over time	
VA.912.0.3.6:	CIARTITICATIONS:	
	e.g., Native American bianket of Roman heimet and breastplate crafted for functionality, now exhibited as art	
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.	
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.	
	Use appropriately cited sources to document research and present information on visual culture.	
VA.912.F.3.5:	Clarifications:	
	e.g., visual, digital, and textual information	
	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups,	
VA.912.H.1.4:	cultures, events, and/or traditions they reflect.	
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.	
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.	
VA 912 H 2 3·	Clarifications:	
	e.g., statuary	
	Determine the mapping of symbols, key terms, and other domain apositis words and phrases as they are used in a specific established	
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	
	Lotitate 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 huilding on others' ideas and expressing their own clearly and persuasively	
	a. Come to discussions prenared, having read and researched material under study: explicitly draw on that prenaration by referring to evidence from	
	a. Conte ou debas received and the table of instruction and the study, explicitly draw on that preparent and the table of instruction of ideas.	
	Work with poors to set rules for collogical discussions and decision making (a g. informal conserves, taking votes on low issues, presentation of	
LAFS 910 SL 1 1	b. Work with peers to set rules for conegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of	
2/1/0///0/02/111	alternate views), clear goals and deadlines, and individual roles as needed.	
	c. Propei conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively	
	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their	
	own views and understanding and make new connections in light of the evidence and reasoning presented.	
	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and	
LAFS.910.SL.1.2:	accuracy of each source.	
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted	
LAFS.910.SL.1.3:	evidence.	
	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the	
LAF5.910.5L.2.4:	organization, development, substance, and style are appropriate to purpose, audience, and task.	
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
LAES 010 WHST 3 7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or	
EAT 5.710.WITS1.5.7.	broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each	
LAFS.910.WHST.3.8:	source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and	
	following a standard format for citation.	
	Attend to precision.	
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own	
	reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about	
MAFS.K12.MP.6.1:	specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,	
	express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully	
	formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
	Standard Relation to Course: Supporting	
	Look for and make use of structure	
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven	
	more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later,	
	students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression $x^2$	
MAFS.K12.MP.7.1:	+ 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and	

	can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see	
	complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x	
	- y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	
	Standard Relation to Course: Supporting	
FLD.K12.FLL.SL1:	English language learners communicate for social and instructional purposes within the school setting.	

## VERSION DESCRIPTION

Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials.

## **GENERAL NOTES**

### Special Notes:

## Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex
- 2. Making close reading and rereading of texts central to lessons.
- 3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments.
- 4. Requiring students to support answers with evidence from the text.
- 5. Providing extensive text-based research and writing opportunities (claims and evidence).

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0100220	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0100330	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Art Appreciation/History/Criticism >
	Abbreviated Title: ART HIST & CRIT 1 H
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

## **Educator Certifications**

Art Education (Secondary Grades 7-12)
Humanities (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)

# Art History and Criticism 1 Honors (#0100330) 2022 - And Beyond

Name	Description
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications:
	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications:
	e.g., statuary
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	<ul> <li>Ask questions that will help with solving the task.</li> <li>Build persouverages by modifying methods as peeded while solving a shellenging task.</li> </ul>
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive minuset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach</li> </ul>
MA.K12.MTR.1.1:	
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>
	• Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	<ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Chain students that using a proceedations can have different numbers and can be useful in different situations.</li> </ul>
	• Show students that various representations can have different purposes and can be useful in different studitoris.
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical nuency:
	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>
	<ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>
	Complete tasks accurately and with confidence.
MA.K12.MTR.3.1:	Adapt procedures to apply them to a new context.
	Use recovack to improve efficiency when performing calculations.
	Clarifications:
	Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately
	<ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>

	• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul>
	<ul> <li>Construct possible arguments based on evidence.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations
	Clarifications:         Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:         • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.         • Support students to develop generalizations based on the similarities found among problems.         • Provide opportunities for students to create plans and procedures to solve problems.         • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continuelly ask. "Does this solution make sense? How do you know?"
	Reinforce that students to containing ask, boos this solution make sense: now do you know:     Reinforce that students check their work as they progress within and after a task.     Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation. <ul> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul></li></ul>
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.  Clarifications:  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	<ul> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> </ul>
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials.

## **GENERAL NOTES**

### Special Notes:

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- 2. Making close reading and rereading of texts central to lessons.
- 3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments.
- 4. Requiring students to support answers with evidence from the text.
- 5. Providing extensive text-based research and writing opportunities (claims and evidence).

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0100330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Appreciation/History/Criticism > Abbreviated Title: ART HIST & CRIT 1 H
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	

**Educator Certifications** 

Art Education (Secondary Grades 7-12) Humanities (Elementary and Secondary Grades K-12) Art (Elementary and Secondary Grades K-12)

Graduation Requirement: Performing/Fine Arts

# Art Transfer (#0100990) 2014 - 2022 (current)

# General Course Information and Notes

## VERSION DESCRIPTION

## SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

## GENERAL INFORMATION

Course Number: 0100990

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory > Abbreviated Title: ART TRAN Course Length: Not Applicable

Course Status: Course Approved

Name	Description
MA K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various component of the purpose.</li></ul>
MA.K12.MTR.3.1:	<ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul></li></ul>
	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:	Look for similarities among problems.     Connect colutions of problems to more complicated large code situations
	Connect solutions of problems to more complicated large-scale situations.
	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
	Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
	Support students to develop generalizations based on the similarities found among problems.
	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
	Estimate to discover possible solutions.
	Use benchmark quantities to determine if a solution makes sense.
	Check calculations when solving problems.     Vorify possible calculations by explaining the methods used
MA.K12.MTR.6.1:	<ul> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:
	Teachers who encourage students to assess the reasonableness of solutions:
	<ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ack "Does this solution make sonso? How do you know?"</li> </ul>
	<ul> <li>Reinforce that students check their work as they progress within and after a task.</li> </ul>
	Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts.
	Mathematicians who apply mathematics to real-world contexts:
	Connect mathematical concepts to everyday experiences.
	<ul> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	Clarifications:
	Teachers who encourage students to apply mathematics to real-world contexts:
	<ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>
	<ul> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>
	<ul> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications:
	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
FI A K12 FF 1 1.	In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b>
	referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications:
	See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
FLA K12 FF 3 1.	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer guestions like "Why is the girl
	smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and
	beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Charmications: In kindergarten, students learn to listen to one another respectfully.
	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The
	collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas propel the conversation, and support claims and counterclaims with evidence
	build off ideas, proper the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they
	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to
	do quality work.
	Use appropriate voice and tone when speaking or writing.

## VERSION DESCRIPTION

## SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

## GENERAL INFORMATION

Course Number: 0100990

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory > Abbreviated Title: ART TRAN Course Length: Not Applicable

Course Status: State Board Approved

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Identify rationale for aesthetic choices in recording visual media
VA 012 0 1 /	
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-unnersional media, motion of multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA 912 C 3 6 <sup>.</sup>	Clarifications
	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
	Demonstrate flavibility and adaptability throughout the impounding process to facus and re facus an onides, deliberately delaying elegying to promote
VA.912.F.1.3:	Demonstrate nexibility and adaptability throughout the innovation process to rocus and re-rocus on an idea, deliberately delaying closure to promote creative risk taking
VA 012 E 2 1.	Evamine career opportunities in the visual arts to determine requisite skills, qualifications, supply and demand, market location, and potential earnings
VA.712.1.2.1.	Ending directions and use effective time management skills to complete the art making process and show development of 21st century skills
	Tollow directions and use effective time-management skins to complete the art-making process and show development of 21st-century skins.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA 912 S 1 4·	Demonstrate effective and accurate use of art vocabulary throughout the art-making process
VA 912 S 2 2	Focus on visual information and processes to complete the artistic concept
VA 912 S 2 5	Demonstrate use of nercentual observational and compositional skills to produce representational figurative or abstract imagery
11.712.0.2.0.	Incorporate skills, concents, and media to create images from ideation to resolution
VA 012 5 2 /.	
VA.912.5.2.6:	CIARTIFICATIONS:
	e.g., structural elements of art, organizational principles of design, breadth
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 912 S 3 3·	process.
VA.712.3.3.3.	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA 012 5 2 7	Clarifications:
VA.912.5.3.7:	e a sewing machine nottery wheel kiln technology printing proce hand tools
	e.g., sewing machine, pottery wheel, kiin, technology, printing press, halld tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
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.
LAFS.910.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

# GENERAL NOTES

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: 2-D STUDIO ART 1 Course Length: Year (Y) Course Level: 2

# **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
	Clarifications:
	e.g., symbolism, spatial relationship
	Identify rationale for aesthetic choices in recording visual media
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA 012 C 3 6.	Clarifications
VA.712.0.3.0.	e.g. Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
	Creditive Tisk-taking.
VA.712.1.2.1.	Evaluate career opportunities in the visual arts to determine requisite skills, quaincations, supply-and-demand, marker location, and potential earnings.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work etnic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
VA 012 0 1 1.	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA 912 S 2 6	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Bovious discuss and demonstrate the proper applications and safety precedures for bazardous chemicals and equipment during the art making
	noncess
VA.912.S.3.3:	Clarifications
	ciarifications:
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	Clarifications:
	e.g., plagiarism, appropriation from the internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	<ul> <li>Ask questions that will help with solving the task.</li> </ul>
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
MA K12 MTD 1 1.	Help and support each other when attempting a new method or approach.
WIA.N12.WITK.1.1.	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	<ul> <li>Represent solutions to problems in multiple wavs using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	<ul> <li>Choose a representation based on the given context or purpose.</li> </ul>
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul> <li>Help students make connections between concepts and representations.</li> </ul>
	<ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>
	Guide students from concrete to pictorial to abstract representations as understanding progresses.
	Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency
	Mathematicians who complete tasks with mathematical fluency:
	······································
	Select efficient and appropriate methods for solving problems within the given context.
	<ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>
	Complete tasks accurately and with confidence.
MA.K12.MTR.3.1:	<ul> <li>Adapt procedures to apply them to a new context.</li> </ul>
	<ul> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	Clarifications:
	Teachers who encourage students to complete tasks with mathematical fluency:
	<ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>
	Other multiple opportunities for students to practice efficient and generalizable methods.
	Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively.
	Analyze the mathematical thinking of others.
	Compare the efficiency of a method to those expressed by others.
	Recognize errors and suggest how to correctly solve the task.
	Justify results by explaining methods and processes.
MA.K12.M1R.4.1:	Construct possible arguments based on evidence.
	Clarifications:
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
	Create opportunities for students to discuss their thinking with peers.
	Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
	Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.
	Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
	<ul> <li>Easus on relevant details within a problem</li> </ul>
MA.K12.MTR.5.1:	<ul> <li>Focus on relevant details within a problem.</li> <li>Create place and procedures to legisally order substantial stars of ideas to each a machine.</li> </ul>
	<ul> <li>create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>
	Decompose a complex problem into manageable parts.
	<ul> <li>Relate previously learned concepts to new concepts.</li> </ul>
	Look for similarities among problems.
	connect solutions of problems to more complicated large-scale situations.
	Clarifications:
	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
	<ul> <li>Heip students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>
	<ul> <li>Support students to develop generalizations based on the similarities found among problems</li> </ul>

	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA K12 MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.   <ul> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> </ul>
MA.K12.MTR.7.1:	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to question the accuracy of their models and methods.         • Support students as they validate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	<ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

# GENERAL NOTES

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult

Education Courses > Subject: Art - Visual Arts >

SubSubject: Art Comprehensive > Abbreviated Title: 2-D STUDIO ART 1

Course Length: Year (Y)

Course Level: 2

## GENERAL INFORMATION

Course Number: 0101300

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

**Educator Certifications** 

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
VA.912.F.2.2:	Clarifications:
	e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
	Examine the rationale for using procedural analytical and divergent thinking to achieve visual literacy
VA.912.F.3.2:	e.g., information literacy; media
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA 912 S 1 5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
	e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	art.
	Clarifications:
	1.3., p.=3, appropriation non-the internet and ether bearboo

	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
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.
LAFS.910.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0101310

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: 2-D STUDIO ART 2 Course Length: Year (Y) Course Level: 2

## Educator Certifications

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
VA.912.F.2.2:	Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA 912 F 3 2.	Clarifications
VA.912.1.3.2.	e.g., information literacy; media
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.5:	Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or iournal
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912 S 3 4	art.
	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources

	use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.
MA K12 MTD 2 1-	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> </ul> </li> </ul>
	<ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>

MA.K12.MTR.5.1:	<ul> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.  Clarifications:  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  Clarifications:  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. Use the accented rules governing a specific format to create quality work
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
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	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Course Number: 0101310

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: 2-D STUDIO ART 2 Course Length: Year (Y) Course Level: 2

### **Educator Certifications**

# Two-Dimensional Studio Art 3 Honors (#0101320) 2015 - 2022

(current)

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
	Use analytical skills to examine issues in non-visual art contexts.
VA.912.C.3.4:	Clarifications:
	e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
	Manipulate or sumblesing established techniques as a foundation for individual style initiatives in two - three - and/or four dimensional applications
VA.912.F.1.2:	Manipulate of synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.3:	Analyze the potential economic impact of ans entities to revitalize a community of region.
VA.912.F.2.0:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of all for sale of donation to support local organizations for social of economic causes.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
	Research and report technological developments to identify influences on society.
VA 912 H 1 7·	Clarifications:
	e.g., Camera Obscura, digital media
	Describe the significance of major artists, architects, or masterwarks to understand their historical influences
VA.712.11.1.7.	Analyza historical or cultural references in commomerative works of art to identify the cignificance of the event or person pertraved
	Analyze historical of cultural references in commemorative works of art to identify the significance of the event of person portrayed.
VA.912.H.2.3:	e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	e.g., drawing, sculpting, digital multi-media
	Manipulate lighting effects, using various media to create desired results
VA.912.3.1.7.	e a nortrait photography nainting reflection digital rendering aperture vs. shutter speed
	Use diverse media and techniques to create paintings that represent various genres and schools of painting.
VA.912.S.1.9:	Clarifications:
	e.g., wet media, technology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA 912 S 2 4·	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
	journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA.912.S.3.3:	process.
	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information, and ereating works a
	art.
VA.912.S.3.4:	Clarifications
1	cial incations.

	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.  Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.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 11–12 texts and topics.
LAFS.1112.SL.1.1:	<ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

## **GENERAL NOTES**

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum **developers and teachers which maximizes an ELL's need for communication** and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

	Course Path: Section: Grades Prek to 12 Education	
Course Number: 0101220	Courses > Grade Group: Grades 9 to 12 and Adult	
Course Number: 0101320	Education Courses > Subject: Art - Visual Arts >	
	SubSubject: Art Comprehensive >	
	Abbreviated Title: 2-D STUDIO ART 3 HON	
Number of Credits: One (1) credit	Course Length: Year (Y)	
	Course Attributes:	
	Honors	
Course Type: Core Academic Course	Course Level: 3	
Course Status: Course Approved		
Grade Level(s): 9,10,11,12		
Graduation Requirement: Performing/Fine Arts		

### **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Two-Dimensional Studio Art 3 Honors (#0101320) 2022 - And

Beyond

W1 912 C.11:       Integrate curcedy, range at interests, attentionnels, complexity, and attable literation if the art making procession in a support or source work of the seases the challenges and outcomes associated with the media used in a variety of one's own works.         W1 912 C.13:       Examine reason in the state. Interview, and/or other effectives to explain how they are assimilated into attworks.         W1 912 C.13:       Clarifications:       Interview inter	Name	Description
X4.912.6.2.3:       Process and apply construction or finitions as tormation assessment the confluent applications and models.         X4.912.6.2.3:       Examine relationships among social, historical, literary, and/or other references to applien how they are astimilated into attworks.         X4.912.6.3:       Examine relationships among social, historical, literary, and/or other references to applien how they are astimilated into attworks.         X4.912.6.3:       Clarifications: is a	VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
App 2: 2.7:         Assess the challenges and outcomes associated with the media used in a variety of one's own works.           VA 912: 0.3:         Examine forebands among costs. How issued and contrasts.           VA 912: 0.3:         Clarifications:	VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
Apple 2.3 3:         Examine relationships among social, historical, likerary, and/or other references to sophich how they are assimiliated into artworks.           VA 912.C.3 4:         Charflections:	VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
Use analytical skills to examine issues in non-skeal of contexts.           VA 912.C.3.4         Clarifications: is.g., review adjective facts, suspend judgment; see the parts, visualize the finished product.           VA 912.C.3.4         Manipukte or synthesize established techniques as a fuunction for indivisal skyle initializes in two. Three, and/or four-dimensional applications.           VA 912.C.3.4         Manipukte or synthesize established techniques as a fuunction for indivisal skyle initializes in two. Three, and/or four-dimensional applications.           VA 912.C.3.4         Research and discuss the potential a community or regular tooi organizations for social or economic rauses.           VA 912.C.3.5         Clarifications: e.g., visual, diplat, and tokual information         Analyze the inferts of orealized proceedings to coordinate a student or community or regular indivision on visual culture.           VA 912.F.3.5         Identity and apply collaborative proceedings to coordinate a student or community at event.           VA 912.F.3.12         Use digital auginoment and periopheral division and from some time by various groups to cultures compared to current visues on anishetics.           VA 912.F.3.1         Describe the significance of major arists, architects, or materwarks to understand their historical influences.           VA 912.F.3.1         Describe the significance of major arists, architects, or materwarks to understand their historical influences.           VA 912.F.3.1         Describe the significance of major arists, architects, or materundrus to understand their historical influences. <td>VA.912.C.3.3:</td> <td>Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.</td>	VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
A 12 C 3.4:       Clarifications:       a.g. make dejective facts: expend judgment: see the parts, visualize the finkthed product         XX.912 E 1.2:       Manipute comminisment of arts entities to revisible to instruct or region.         XX.912 E 2.3:       Research and discuss the potential comminisment of arts entities to revisible to instruct or region.         XX.912 E 2.4:       Research and discuss the potential of the visual arts to improve asteritor to instruct or social or economic causes.         XX.912 E 2.5:       Clarifications:       e.g., visual, diptil, and visual information         XX.912 E 3.6:       Clarifications:       e.g., visual, diptil, and visual information         XX.912 E 3.6:       Identify eleft visys to use appropriation in personal works of art.         XX.912 E 3.7:       Identify eleft visys to use appropriation in personal works of art.         XX.912 E 3.9:       Identify enter visual images with others.         XX.912 E 1.3:       Examine the significance piced on art forms over time by varices groups or calures compared to caurest visual mages with others.         XX.912 E 1.3:       Examine the significance piced on art forms over time by varices groups caused on art more visual calures.         XX.912 E 1.3:       Examine the significance piced on art forms over time by varices groups caused to caurest visual mages with others.         XX.912 E 1.3:       Clarifications:       e.g., canter aDoscring the significance piced on art forms over time systance groups caused on art visual		Use analytical skills to examine issues in non-visual art contexts.
No.1012       is g., review objective facts: suspend judgment; see the parts, visualize the finished product.         XX.912.E.2.1       Manipulate or synthesize established techniques as a foundation for individual skyle initiatives in two, three, and/or four-dimensional applications.         XX.912.E.2.3       Analyze the potential economic impact of arts estimation or established techniques are an analyze or anomaly or region.         XX.912.E.2.7       Evaluate the fortes of creating works of at to skyle or donation to support facto organizations for social or economic causes.         VA.912.E.3.5       Evaluate the fortes of creating procedures to coordinate a student or community at event.         XX.912.E.3.1       Use dipilal quadipoint and personal works of at to skyle or coordinate as student or community at event.         XX.912.E.3.12       Use dipilal quadipoint and personal works to an tork social or the synethesis coordinate as student or community at event.         XX.912.E.1.3       Examine the significance patient on a forter social multipoint and vision countering visions compared to current views on aesthetics.         XX.912.E.1.1       Examine the significance of media and construction or material multipoint and vision commercial or automatic works of at to indensity of indensity of a student significance of the event or person portrayed.         XX.912.E.1.3       Examine the significance of media and significance in the significance of the event or person portrayed.         XX.912.E.1.4       Examine the significance of media and student of attributin the createsis of attribution.	VA 912 C 3 A.	Clarifications
No.         Non-status or synthesize extends here techniques as a foundation for individual style inflatives in two-, three-, and/or four-dimensional applications           VA.912.F.2.3.         Analyze the potential economic impact of arts entities to envilue a community or region.           VA.912.F.2.3.         Research and dicuss: the potential of the visual is to improve ashifter linking.           VA.912.F.2.7.         Evaluate the effects of creating works of art for sale or donalion to support head or ganizations for social or economic causes.           Use appropriately cited sources to document research and present information mv visual culture.         Clarifications:           e.g., visual, digital, and torbula information         VA.912.F.3.9.           Use digital equipment and pointer devices to corocid, creace, present, and/or share source visual images with others.           VA.912.F.1.3.         Examines the significance of indexion at forms over time by various groups or cultures coronate visual images with others.           VA.912.H.1.7.         Clarifications:         e.g., Camero Obscurv, digital media           VA.912.H.1.7.         Clarifications:         e.g., Camero Obscurv, digital media           VA.912.H.1.8.         Synthesize knowledge and skills learned from non-art contreat resets to support the processes of creation, interpretation, and analysis.           VA.912.H.1.3.         Synthesize knowledge and skills learned from non-art contreat resets to support the processes of creation, interpretation, and analysis.           VA.912.H.1.3	VA. 712.0.3.4.	e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
PA 12.1.2.         Inalignation of synthesize balanching best at isolation for individue style initiatives in two, intere, int		
VA 12.1.2.3.       Research and security potential of the visual risk to improve astrolic living         VA 912.1.2.3.       Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.         VA 912.1.2.3.       Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.         VA 912.1.3.1.       Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.         VA 912.1.3.1.       Evaluate the effects of creating works of art.         VA 912.1.3.1.       Identify and apply collaborative procedures to coordinate a student or community art event.         VA 912.1.3.1.       Evaluate the significance glical on art forms over time by various groups or cultures concarte visual images with others.         VA 912.1.1.7.       Cliptifications:       e.g. camera Obscurz, digital media         VA 912.1.2.3.       Cliptifications:       e.g. camera Obscurz, digital media         VA 912.1.3.1.       Synthesis knowledge and skills learned from non-art content areas to support the processes of oreation. Interpretation, and analysis.         VA 912.1.3.1.       Synthesis knowledge and skills learned from non-art content areas to support the processes of oreation. Interpretation, and analysis.         VA 912.1.3.1.       Synthesis knowledge and skills learned from non-art content areas to support the processes of oreation. Interpretation, and analysis. <t< td=""><td>VA.912.F.1.2:</td><td>Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.</td></t<>	VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
Vi P12.42         ivessatch and dicks the potenting works of at the vslue area to support local organizations for social or economic causes.           Vi P12.7.3         Evaluate the effects of creating works of at the vslue area to support local organizations for social or economic causes.           Vi P12.7.3         Evaluate the effects of creating works of at the vslue area to support local organizations for social or economic causes.           Vi P12.7.3         Edentifications:         e.g. visual, digital, and textual information           Vi P12.7.3         Edentify edital ways to use appropriation in personal works of art.           Vi P12.7.3         Use digital equipment and peripheral devices to record, orease, present, and/or share accurate visual maps with others.           Vi P12.1.1         Examine the significance placed on art forms course or time by various courseps or cultures compared to current views on aesthetics.           Vi P12.1.1         Examine the significance placed and and forms course the by separiticance of the event or person portrayed.           Vi P12.1.1.9         Describe the significance placed form non-site content areas to support the processes of the event or person portrayed.           Vi P12.1.1.9         Examine the use main and environmental form non-site content areas to support the processes of creation. Interpretation, and analysis.           Vi P12.2.1.1         Synthesis tronsledge and side side area darword in the strature or a structure for creation. Interpretation, and analysis.           Vi P12.2.1.2         Synthesis tronsledge and proce	VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.27:       Evaluate the energibility clobs of art for sale or donation to support local ogenetions for sould or economic classes.         VA.912.F.3.6:       Clarifications:       e.g., visual, digital, and textual information         VA.912.F.3.6:       Identify and apply collaborative procedures to coordinate a student or community art event.         VA.912.F.3.6:       Use digital and textual information         VA.912.F.3.6:       Use digital and textual information         VA.912.F.1.3:       Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.         Passacch and report technological developments to identify influences on society.       VA.912.H.1.7:         Q., Camera Obscura. digital media       Examine the significance of angior artists, architects, or masterworks to understand their historical influences.         Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.         VA.912.H.1.3:       Synthesize knowledge and skills learned from non art content areas to support the processes of creation. Interpretation, and analysis.         VA.912.H.3.1:       Synthesize knowledge and skills learned from non art content areas to support the personal works.         VA.912.O.1.3:       Research and use the techniques and processes of various artists to create three-dimensional form or the likulion of depth and form VA.912.O.3.2:         VA.912.O.1.3:       Construct new meaning through stated language	VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
Use appropriately circle sources to document research and present information on visual culture.           VA.912.F1.35:         Clarifications: n.g., visual, digital, and textual information           VA.912.F.3.6:         Udentity entitied ways to use appropriation in personal works of art.           VA.912.F.3.7:         Use digital equipment and peripheral devices to coordinate a student or community art event.           VA.912.F.3.7:         Use digital equipment and peripheral devices to coordinate a student or community art event.           VA.912.F.3.7:         Clarifications: a g., camera Obscura, digital media         Control texture           VA.912.F.1.7:         Clarifications: a g., camera Obscura, digital media         Clarifications: a g., camera Obscura, digital media           VA.912.F.1.7:         Clarifications: a g., camera Obscura, digital reduce placed or art form one art content areas to support the processes of the event or person portrayed.           VA.912.F.1.3:         Synthesize knowledge and skills learned form non-art content areas to support the processes of creation, interpretation, and analysis.           VA.912.O.1.5:         Investigate the use of space, scale, and environmental features of a structure to create thread-dimensional form or the illusion of depth and form VA.912.O.2.1:           VA.912.O.2.1:         Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.           VA.912.O.2.1:         Construct new meaning through shared language, ideatind, expressive content, and unity in the creative	VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA 912.F.3.5:       Clarifications:         e.g., visual, digital, and textual information         VA 912.F.3.6:       Identify and apply collaborative procedures to coordinate a student or community art event.         VA 912.F.3.9:       Use digital equipment and perphoral dovices for ecord, create, present, and/or share accurate visual images with others.         VA 912.F.1.3:       Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.         Research and report technological developments to identify influences on society.       Clarifications:         o.g., Camera Obscurs, digital media       Clarifications:         o.g., Camera Obscurs, digital media       Clarifications:         o.g., Statury       Clarifications:         o.g., Statury       Clarifications:         o.g., Statury       Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.         VA 912.H.3.1:       Synthesize knowledge and skills learned from non-art content areas to support the processes of creative process.         VA 912.D.1.3:       Research and use the techniques and processes of articutur to create three-dimensional form or the likusion of depth and form         VA 912.D.1.3:       Construct new meaning through stature along active stature attrock for a portfolia, display, or exhibition.         VA 912.D.2.1:       Coconstruct ne a partiduate style, theme, concept, or per		Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.6:       Identity ethical ways to use appropriation in personal works of art.         VA.912.F.3.9:       Videntity and appry collaboratives to coordinate a student or community art event.         VA.912.F.3.12:       Use digital equipment and peripheral divelops for record, resets, present, and/or share accurate visual images with others.         VA.912.F.1.3:       Examine the significance of nations over time by various groups or cultures compared to current views on aesthetics.         VA.912.F.1.3:       Clarifications:       e.g., Camera Obsoura, digital media         VA.912.F.1.3:       Clarifications:       e.g., Camera Obsoura, digital media         VA.912.F.1.3:       Clarifications:       e.g., Camera Obsoura, digital media         VA.912.F.1.3:       Clarifications:       e.g., statuary         VA.912.F.1.3:       Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.         VA.912.F.1.3:       Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.         VA.912.F.1.1:       Use innovative means and perceptial and every on personal opinion to develop attwork.         VA.912.O.1.3:       Research and use of space, scale, and environmental features of a structure to create thereadimensional form or the illusion of depth and form A912.O.2.1:         Construct new meaning through shared language, ideation, expressive content, and unity in the creative proc	VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.9:       Identify and apply collaborative procedures to coordinate a student or community at event.         VA.912.F.3.12:       Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.         VA.912.F.1.3:       Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.         Research and report technological developments to identify influences on society.       Clarifications:         i:=.g., Camera Obscura, digital media       Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.         VA.912.H.1.7:       Clarifications:      g., statuary         VA.912.H.3.1:       Synthesize knowledge and skills learned from non art content areas to support the processes of creation, interpretation, and analysis.         VA.912.A.3.1:       Synthesize knowledge and skills learned from non art content areas to support the processes of creation, interpretation, and analysis.         VA.912.O.3.2:       Construct new meaning through shared language, ideation, expressive content, and unit in the creating explicit or exists.         VA.912.O.3.2:       Create a series of artworks to inform viewers about personal opinions and/or current issues.         VA.912.S.1.6:       Clarifications:         VA.912.S.1.7:       Use innovative means and perceptual understanding to communicat through varied content, media, and art techniques.         VA.912.S.1.6:<	VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:       Use digilal equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.         VA.912.H.1.3:       Examine the significance placed on art forms over time by various groups or cultures compared to current views on easthetics.         VA.912.H.1.7:       Clarifications:       e.g. Clarifications:         e.g. Clarifications:       e.g. Clarifications:       e.g. Clarifications:         value       Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.         VA.912.H.2.3:       Clarifications:       e.g. statury         VA.912.H.3.1:       Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.         VA.912.H.3.1:       Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.         VA.912.A.13:       Research and use the techniques and processes of various artists to create personal works.         VA.912.A.13:       Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.         VA.912.A.13:       Concentrate on a particular style. Theme, conceptual understanding to communicate through varied content, media, and art techniques.         VA.912.A.13:       Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.         VA.91	VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.B.1.3:       Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthelics.         Research and report technological developments to identify influences on society.         VA.912.H.1.7:       Clarifications:         e.g. Camera Obscura, digital media         VA.912.H.1.9:       Describe the significance of major artists, architects, or masterworks to understand their historical influences.         Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.         VA.912.H.3.1:       Synthesize knowledge and skills learn         VA.912.N.3.1:       Synthesize knowledge and skills learn         VA.912.O.1.5:       Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form         VA.912.O.3.2:       Consecutive new meaning through shared language, ideation, expressive content, and unity in the creative process.         VA.912.O.3.2:       Create a series of articular site. theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.         VA.912.S.1.6:       Elerifications:         e.g., ortrait photography, painting reflection, digital multi-media         Maingualte lighting effects, using various media to create desired results.         VA.912.S.1.7:       Clarifications:         e.g., ortrate photography, painting reflection, digital redering	VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
Research and report technological developments to identify influences on society.           VA.912.H.1.7:         Clarifications: e.g., Camera Obscura, digital media           VA.912.H.1.9:         Describe the significance of major artists, architects, or masterworks to understand their historical influences.           Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.           VA.912.H.2.3:         Clarifications: e.g., statuary           VA.912.H.3.1:         Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.           VA.912.H.3.1:         Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.           VA.912.O.1.3:         Research and use the techniques and processes of various artists to create personal works.           VA.912.O.2.4:         Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.           VA.912.S.1.6:         Clarifications: e.g., drawing, sculpting, digital multi-media           VA.912.S.1.6:         Clarifications: e.g., drawing, sculpting, digital multi-media           VA.912.S.1.7:         Clarifications: e.g., wet media and techniques to create paintings that represent various genres and schools of painting.           VA.912.S.1.9:         Clarifications: e.g., wet media, technology           VA.912.S.2.1.9:         Clar	VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
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NA P12.11.11       Describe the significance of major artists, architects, or masterworks to understand their historical influences.         Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.         Clarifications:       e.g., statuary         VA.912.H.2.3:       Clarifications:         e.g., statuary       synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.         VA.912.O.1.3:       Nynthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.         VA.912.0.1.5:       Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form         VA.912.0.2.1:       Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.         VA.912.0.2.1:       Concentrate on a particular style, theme, concept, or personal ophinon to develop prototio, display, or exhibition.         VA.912.S.1.6:       Clarifications:       e.g., drawing, sculpting, digital multi-media         Manipulate lighting effects, using various media to create desired results.       Clarifications:         v.g., ortical theolography, painting reflection, digital rendering, aperture vs. shutter speed       Use diverse media and techniques used to recate desired results.         VA.912.S.1.7:       Clarifications:       e	VA 912 H 1 7·	Clarifications
VA. 912.H.1.9:       Describe the significance of major artists, architects, or masterworks to understand their historical influences.         Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.         VA. 912.H.2.3:       Clarifications: e.g., statuary         VA. 912.H.3.1:       Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.         VA. 912.H.3.1:       Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.         VA. 912.O.1.5:       Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form         VA.912.O.2.1:       Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.         VA.912.O.3.2:       Create a series of artworks to inform viewers about personal opinion to develop artwork for a portfolio, display, or exhibition.         VA.912.S.1.6:       Clarifications: e.g., drawing, sculpting, digital multi-media         Manipulate lighting effects, using various media to create desired results.       Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed         VA.912.S.1.7:       Clarifications: e.g., wet media, technology       e.g., wet media, and techniques to create paintings that represent various genres and schools of painting.         VA.912.S	VA.712.11.1.7.	e a Camera Obscura digital media
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Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.           VA.912.H.2.3:         Clarifications: e.g., statuary           VA.912.H.3.1:         Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.           VA.912.H.3.1:         Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.           VA.912.O.1.3:         Research and use the techniques and processes of various artists to create personal works.           VA.912.O.2.1:         Construct new meaning through shared language. ideation, expressive content, and unity in the creative process.           VA.912.O.2.4:         Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.           VA.912.S.1.1:         Use innovative means and perceptual understanding to communicaticate through varied content, media, and art techniques.           Describe processes and techniques used to record visual imagery.         VA.912.S.1.7:           Clarifications:         e.g., ortrait photography, painting reflection, digital rendering, aperture vs. shutter speed           VA.912.S.1.7:         Clarifications:         e.g., wet media, techniques           e.g., wet media, techniques         to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbood journal. <t< td=""><td>VA.912.H.1.9:</td><td>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</td></t<>	VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
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VA.912.0.1.5:       Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form         VA.912.0.2.1:       Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.         VA.912.0.2.4:       Concentrate on a particular style, theme, concept, or personal opinions and/or current issues.         VA.912.0.3.2:       Create a series of artworks to inform viewers about personal opinions and/or current issues.         VA.912.S.1.1:       Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.         Describe processes and techniques used to record visual imagery.       Clarifications:         e.g., drawing, sculpting, digital multi-media       Manipulate lighting effects, using various media to create desired results.         VA.912.S.1.7:       Clarifications:       e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed         VA.912.S.1.9:       Clarifications:       e.g., wet media, technology         VA.912.S.2.3:       Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.         VA.912.S.2.4:       Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbood journal.         VA.912.S.2.5:       Demonstrate visual-thinking skills to process the challenges and exocution of a creative endeavor. <t< td=""><td>VA.912.0.1.3:</td><td>Research and use the techniques and processes of various artists to create personal works.</td></t<>	VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.2.1:       Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.         VA.912.0.2.4:       Concentrate on a particular style, theme, concept, or personal opinions and/or current issues.         VA.912.0.3.2:       Create a series of artworks to inform viewers about personal opinions and/or current issues.         VA.912.5.1.1:       Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.         Describe processes and techniques used to record visual imagery.         VA.912.5.1.6:       Clarifications:         e.g., drawing, sculpting, digital multi-media         Manipulate lighting effects, using various media to create desired results.         VA.912.5.1.7:       Clarifications:         e.g., orbit percesses media and techniques to create paintings that represent various genres and schools of painting.         VA.912.5.1.9:       Clarifications:         e.g., wet media, technology       e.g., wet media, technology         VA.912.5.2.3:       Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.         VA.912.5.2.4:       Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook journal.         VA.912.5.2.5:       Demonstrate use of perceptual, observational, and compositional skills to produce complex works of art with conviction and disciplined craftsmanship.	VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.4:       Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.         VA.912.0.3.2:       Create a series of artworks to inform viewers about personal opinions and/or current issues.         VA.912.S.1.1:       Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.         Describe processes and techniques used to record visual imagery.       Clarifications:         e.g., drawing, sculpting, digital multi-media       Manipulate lighting effects, using various media to create desired results.         VA.912.S.1.7:       Clarifications:       e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed         VA.912.S.1.9:       Clarifications:       e.g., wet media, at technology         VA.912.S.2.3:       Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.         VA.912.S.2.5:       Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.         VA.912.S.2.5:       Demonstrate between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.         Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.         Clarifications:       e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: gl	VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
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VA.912.S.1.1:       Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.         Describe processes and techniques used to record visual imagery.         VA.912.S.1.6:       Clarifications: <ul> <li>e.g., drawing, sculpting, digital multi-media</li> </ul> VA.912.S.1.7:       Clarifications: <ul> <li>e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed</li> </ul> VA.912.S.1.7:       Clarifications: <ul> <li>e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed</li> </ul> VA.912.S.1.9:       Clarifications: <ul> <li>e.g., wet media, and techniques to create paintings that represent various genres and schools of painting.</li> <li>Clarifications:                 <ul> <li>e.g., wet media, technology</li> </ul>          VA.912.S.2.3:       Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.</li> </ul> VA.912.S.2.4:       Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook journal.         VA.912.S.2.5:       Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.         VA.912.S.3.2:       Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsma	VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
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VA.912.S.1.7:       Manipulate lighting effects, using various media to create desired results.         VA.912.S.1.7:       Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed         VA.912.S.1.9:       Use diverse media and techniques to create paintings that represent various genres and schools of painting.         Clarifications: e.g., wet media, technology       Clarifications: e.g., wet media, technology         VA.912.S.2.3:       Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.         VA.912.S.2.4:       Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook journal.         VA.912.S.2.5:       Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.         VA.912.S.3.2:       Demonstrate between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.         VA.912.S.3.3:       Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, klin, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions         Process.       Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, klin, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions	VA. 712.3.1.0.	e a drawing sculpting digital multi-media
WA.912.S.1.7:       Clarifications:         e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed         VA.912.S.1.9:       Use diverse media and techniques to create paintings that represent various genres and schools of painting.         VA.912.S.1.9:       Clarifications:         e.g., wet media, technology         VA.912.S.2.3:       Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.         VA.912.S.2.4:       Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook journal.         VA.912.S.2.5:       Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.         VA.912.S.3.2:       Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.         VA.912.S.3.3:       Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.         VA.912.S.3.3:       Clarifications:         e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions		
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Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating wo		Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works
art.		art.
VA.912.S.3.4: Clarifications:	VA.912.S.3.4:	Clarifications:

	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	<ul> <li>Ask questions that will help with solving the task.</li> <li>Duild percentations by modifying methods as peeded while solving a shallonging task.</li> </ul>
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	<ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	Clarifications
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Decrease from modeling problems with objects and drawings to using clearithms and equations.</li> </ul>
	Frogress nom modeling problems with objects and drawings to using algorithms and equations.     Express connections between concepts and representations
MA.K12.MTR.2.1:	<ul> <li>Choose a representation based on the given context or purpose.</li> </ul>
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	<ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various concreteions can have different purposes and can have students that various concreteions.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
	Solact afficient and appropriate methods for solving problems within the given context
	<ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>
	Complete tasks accurately and with confidence.
	Adapt procedures to apply them to a new context.
WA.KTZ.WITR.3.T:	Use feedback to improve efficiency when performing calculations.
	Clarifications:
	Teachers who encourage students to complete tasks with mathematical fluency:
	<ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>
	<ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively,
	Analyze the mathematical thinking of others.
	Compare the efficiency of a method to those expressed by others.
	Recognize errors and suggest how to correctly solve the task.
MA.K12.MTR.4.1:	Justify results by explaining methods and processes.
	Construct possible arguments based on evidence.
	Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	<ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> </ul>
	Create opportunities for students to discuss their thinking with peers.
	• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
	• Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.
	Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
	Focus on relevant details within a problem.
	<ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>
	Decompose a complex problem into manageable Parts.      Relate previously learned concepts to new concepts
	to a construction of the c

MA.K12.MTR.5.1:	Look for similarities among problems.
	Connect solutions of problems to more complicated large-scale situations.
	Clarifications: Teachers who encourage students to use natterns and structure to bein understand and connect mathematical concents:
	<ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>
	<ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>
	Provide opportunities for students to create plans and procedures to solve problems.
	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
	Estimate to discover possible solutions.
	Use benchmark quantities to determine if a solution makes sense.
	Check calculations when solving problems.     Marifu problems by overlaining the methods used
MA K12 MTD 6 1.	Verify possible solutions by explaining the methods used.     Evaluate results based on the given context
MA.KT2.WITK.0.T.	Clarifications:
	Teachers who encourage students to assess the reasonableness of solutions:
	Have students estimate or predict solutions prior to solving.
	Prompt students to continually ask, "Does this solution make sense? How do you know?"
	Reinforce that students check their work as they progress within and after a task.
	Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	Connect mathematical concepts to everyday experiences.
	Use models and methods to understand, represent and solve problems.
MA K12 MTD 7 1.	Perform investigations to gather data or determine if a method is appropriate.     Redesign models and methods to improve accuracy or efficiency.
NIA. N 12. WITN. 7. 1.	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:
	<ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>
	Challenge students to question the accuracy of their models and methods.
	Support students as they validate conclusions by comparing them to the given situation.
	Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	Clarifications:
	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without paming the text. During 1st grade, students learn how to incorporate the evidence in their writing
	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
	In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly
	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide
	referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications:
	See Text Complexity for grade-level complexity bands and a text complexity fublic.
	Make interences to support comprehension.
FLA K12 FF 3 1	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl
	smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and
	beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
	Clarifications:
	In kindergarten, students learn to listen to one another respectfully.
	collaborative conversations are becoming academic conversations.
	In grades 3.12 students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students
	build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work
	Clarifications:
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they
	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to
	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

## VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### **GENERAL NOTES**

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum **developers and teachers which maximizes an ELL's need for communication** and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0101220	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number. 0101320	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Art Comprehensive >
	Abbreviated Title: 2-D STUDIO ART 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	

### **Educator Certifications**

Graduation Requirement: Performing/Fine Arts

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Three-Dimensional Studio Art 1 (#0101330) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA 912 C 1 4	Clarifications
VA.712.0.1.4.	e a symbolism spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA 912 F 3 1.	Clarifications
VA.712.1.3.4.	e.g., punctuality, reliability, diligence, positive work ethic
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA 912 H 2 4·	Clarifications:
	e.g., patron, corporate collections
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA 012 O 1 1.	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.712.0.1.1.	visual coherence.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA 912 S 3 1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 012 5 2 2·	process.
VA.912.3.3.3.	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process
VA.912.5.3.7:	Clarifications:
	e.g., sewing machine, porcery wheer, kinn, rechnology, printing press, nand tools
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications
	e.g., printmaking; relief print; ceramics; wheel-throwing; drawing; charcoal; painting; watercolor; technology; lavering images
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 septext relevant to grades 0, 10 texts and tenies.
	Context relevant to grades 9-10 texts and topics.
	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

LAFS.910.SL.1.1:	<ul> <li>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
LLD.KIZ.LLL.JI.I.	English language reamers communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting

document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0101330

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: 3-D STUDIO ART 1 Course Length: Year (Y) Course Level: 2

## **Educator Certifications**

# Three-Dimensional Studio Art 1 (#0101330) 2022 - And Beyond

Name	Description		
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.		
VA 912 C 1 4	Clarifications		
	e.g., symbolism, spatial relationship		
VA 012 C 1 7.			
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.		
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.		
VA.912.C.2.4:	classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.		
VA.912.C.2.8:	3: Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.		
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.		
VA.912.C.3.1:	Clarifications:		
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning		
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.		
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.		
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.		
VA 912 F 3 4	Clarifications		
VA.712.1.3.4.	e.g., punctuality, reliability, diligence, positive work ethic		
	Use appropriately cited sources to document research and present information on visual culture.		
VA.912.F.3.5:	Clarifications:		
	e.g., visual, digital, and textual information		
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.		
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.		
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.		
VA 912 H 2 4 ·	Clarifications		
VA.712.11.2.4.	e.g., patron, corporate collections		
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.		
VA.912.H.3.3:	Clarifications:		
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points		
VA 012 O 1 1.	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for		
VA.912.0.1.1.	visual coherence.		
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.		
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.		
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.		
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.		
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.		
VA 012 S 3 1.	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional		
VA. 712.3.3.1.	artworks.		
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making		
	process.		
VA.912.5.3.3:	Clarifications:		
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions		
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of		
	art.		
VA.912.S.3.4:	Clarifications		
	e.g., plagiarism, appropriation from the Internet and other sources		
	Use and maintain tools and equipment to facilitate the creative process.		
VA.912.S.3.7:	Clarifications:		
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools		
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.		
VA.912.S.3.10:	Clarifications:		
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving		
VA 012 S 3 11.	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross contamination		
VA.712.3.3.11.	Store and maintain equipment, materials, and artworks property in the art studio to prevent damage and/or cross-containination.		
	beverop competence and destenry, milough practice, in the use of processes, tools, and techniques for Various media.		
VA.912.S.3.12:	Clarifications:		
	e.g., printmaking: relier print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images		
	Mathematicians who participate in effortful learning both individually and with others:		
	Analyze the problem in a way that makes sense given the task.		
	Ask questions that will help with solving the task.		

MA.K12.MTR.1.1:	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li></ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	<ul> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions.

MA.K12.MTR.6.1:	<ul> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         Challenge students to question the accuracy of their models and methods.         Support students as they validate conclusions by comparing them to the given situation.         Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	<ul> <li>Clarifications:</li> <li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li> </ul>
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Course Number: 0101330

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: 3-D STUDIO ART 1 Course Length: Year (Y) Course Level: 2

### **Educator Certifications**

# Three-Dimensional Studio Art 2 (#0101340) 2015 - 2022 (current)

Name	Description	
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.	
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.	
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials	
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.	
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."	
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications. Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sa aesthetic or utilitarian objects.	
VA.912.F.2.2: Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), a interior design		
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.  Clarifications: e.g., punctuality, reliability, diligence, positive work ethic	
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.	
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.	
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.	
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.	
VA.912.H.2.4:	Clarifications: e.g., patron, corporate collections	
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.	
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points	
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.	
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.	
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.	
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.	
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.	
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.	
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.	
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.  Clarifications:  a	
	e.g., electric drill, carving and cutting tools, paper cutter, kiin, material safety bata sheets (insb/s) labels: glazes, chemicals, etching solutions	
	art.	
VA.912.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources	
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.	
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving	
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.	
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.	
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images	
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting	
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting	
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting	

MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
	Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to us technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	<ul> <li>Look for and make use of structure.</li> <li>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x<sup>2</sup> + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y)<sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</li> </ul>
	Standard Relation to Course: Supporting
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.
LAFS.910.SL.1.1:	<ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–1 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited **to, clay, wood, metal, plaster, paper maché, and plastic with** consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

### Course Number: 0101340

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: 3-D STUDIO ART 2 Course Length: Year (Y) Course Level: 2

### Educator Certifications

# Three-Dimensional Studio Art 2 (#0101340) 2022 - And Beyond

Name	Description	
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.	
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.	
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materia	
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.	
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."	
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications. Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or aesthetic or utilitarian objects.	
VA.912.F.2.2:	Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design	
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic	
VA 912 F 3 6.	Identify ethical ways to use appropriation in personal works of art	
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.	
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.	
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.	
VA.912.H.2.4:	Clarifications: e.g., patron, corporate collections	
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.	
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points	
VA 912 O 1 2·	Use and defend the choice of creative and technical skills to produce artworks	
VA 912 0 1 5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form	
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.	
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.	
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.	
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.	
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.	
VA 012 5 2 2.	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.	
VA.912.5.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions	
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.	
VA.912.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources	
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.	
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving	
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.	
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.	
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images	
	Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will below it has a solution the task.</li> </ul>	
	Build perseverance by modifying methods as needed while solving a challenging task	
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>	
	Help and support each other when attempting a new method or approach.	
MA.K12.MTR.1.1:	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners.	

	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
MA.K12.MTR.2.1:	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:	<ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	Clarifications:         Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:         • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.         • Support students to develop generalizations based on the similarities found among problems.         • Provide opportunities for students to create plans and procedures to solve problems.         • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions:

	<ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>	
	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>	
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>	
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.	
	<ul> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>	
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.         I:       Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.	
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.	
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.	
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.	
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	

# VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited **to, clay, wood, metal, plaster, paper maché, and plastic with** consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This

### **GENERAL NOTES**

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Course Number: 0101340

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: 3-D STUDIO ART 2 Course Length: Year (Y) Course Level: 2

### **Educator Certifications**

	· · · ·
Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Three-Dimensional Studio Art 3 Honors (#0101350) 2015 -

2022 (current)

Name	Description		
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.		
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.		
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.		
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.		
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials		
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.		
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.		
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.		
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.		
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.		
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.		
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.		
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.		
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.		
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.		
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.		
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.		
VA.912.H.2.3:	Clarifications: e.g., statuary		
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.		
VA 012 LL 2 2.			
VA.912.H.3.3:	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points		
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.		
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.		
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.		
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.		
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.		
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.		
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.		
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.		
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.		
VA.912.S.3.3:	Clarifications:		
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions		
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of		
	art.		
VA.912.S.3.4:	Clarifications		
	e.g., plagiarism, appropriation from the Internet and other sources		
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.		
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital		
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.		
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.		
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print: ceramics: wheel-throwing: drawing: charcoal: painting: watercolor: technology: layering images		
	Know pracise definitions of angle circle perpendicular line, parallel line, and line company based on the undefined potions of point. The distance class		
MAFS.912.G-CO.1.1:	a line, and distance around a circular arc.		
	Represent transformations in the plane using e.g. transparencies and geometry software: describe transformations as functions that take points in		
MAFS.912.G-CO.1.2:	the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).		
	orandere Releator to obtract supporting		

MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting	
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting	
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or ge software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting	
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations	
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.	
	Standard Relation to Course: Supporting Construct an equilateral triangle, a square, and a regular bexagon inscribed in a circle	
MAFS.912.G-CO.4.13:	Standard Relation to Course: Supporting	
	Use appropriate tools strategically.	
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	
	Attend to precision.	
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
	Standard Relation to Course: Supporting	
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting	
LAES 1112 DST 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	
LAI 3.1112.IG1.2.4.	context relevant to grades 11–12 texts and topics.	
LAFS.1112.SL.1.1:	<ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–</li> <li>12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible: and determine what additional information or research is required to deepen the investigation or complete the task</li> </ul>	
	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed	
LAFS.1112.SL.1.2:	decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
LAFS.1112.SL.1.3:	of emphasis, and tone used.	
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	

### VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Course Number: 0101350	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts >
	SubSubject: Art Comprehensive >
	Abbreviated Title: 3-D STUDIO ART 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	

### **Educator Certifications**

Graduation Requirement: Performing/Fine Arts

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

# Three-Dimensional Studio Art 3 Honors (#0101350) 2022 - And

Beyond

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
	creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA 912 H 3 3·	Clarifications
VA.712.11.3.3.	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications
	e.g., plagiarism, appropriation from the Internet and other sources
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	Stay engaged and maintain a positive mindset when working to solve tasks.
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:

	<ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems.
	<ul> <li>Connect solutions of problems to more complicated large-scale situations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> </li> </ul>
MA K12 MTP 6 1-	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.

	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Perform investigations to gather data or determine if a method is appropriate.          <ul> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> <li>Clarifications:         <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.  Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold

making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0101250	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0101350	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Art Comprehensive >
	Abbreviated Title: 3-D STUDIO ART 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

### **Educator Certifications**

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA 912 C 2 1·	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA 912 C 3 1.	Clarifications
VA.912.0.3.1:	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
	Demonstrate flowikility and adaptability throughout the innovation process to focus and re focus on an ideal deliberately delaying elecure to promote
VA.912.F.1.3:	creative risk-taking
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate quidelines for conduct in different art venues.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA 012 S 2 1.	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.3.3.1.	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 912 S 3 3·	process.
VA. 712.3.3.3.	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 5 2 4.	art.
VA.912.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
Ι ΔES 910 RST 2 1.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical
EAT 3.710.1(31.2.4.	context relevant to grades 9–10 texts and topics.
	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.
	a. Come to discussions prepared, having read and researched material under study, explicitly draw on that prepared, having read and researched in the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas
	h. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
LAFS.910.SL.1.1:	alternate views) clear goals and deadlines, and individual roles as needed
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas: actively
	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, gualify or justify their
	own views and understanding and make new connections in light of the evidence and reasoning presented.
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
	Evaluate a speaker's point of view, reasoning, and use of evidence and relativity in dentifying any fallacious reasoning or exaggerated or distorted
LAFS.910.SL.1.3:	evidence.
	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the
LAF3.910.5L.2.4:	organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic
	geometric sortware, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line perpendicular bisector of a line.

MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
	Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: CREATING 2-D ART Course Length: Semester (S) Course Level: 2

### Educator Certifications

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA 012 C 2 1.	Evamine and ravise artwork throughout the art making process to refine work and achieve artistic objective
VA.712.0.2.1.	Lise descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork
VA 010 0 0 1	
VA.912.0.3.1:	e a four-step method of art criticism, visual-thinking skills, aesthetic scapning
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk taking
VA 912 F 2 1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA 912 F 3 1.	
11.712.1.0.1.	e.g., punctuality, reliability, diligence, positive work ethic
	Analyze the various functions of audience atiquate to formulate quidelines for conduct in different art venues
VA.912.П.1.2.	Analyze the various functions of addience enqueries to formulate guidelines for conduct in different all vehices.
VA 912 0 2 2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA 012 5 2 1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.S.3.1:	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 012 5 2 2.	process.
VA.912.5.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.5.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	Stay engaged and maintain a positive mindset when working to solve tasks.
	Help and support each other when attempting a new method or approach.
IVIA.KTZ.IVITR.T.T.	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.     Becognize students' affert when solving challenging problems
	• Recognize students errort when solving chanenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	• Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Heip students make connections between concepts and representations.
	<ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Cuide students from concrete to nistorial to obstract conceptations as understanding progresses.</li> </ul>
	<ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>

	• Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
	<ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<ul> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems.
	<ul> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>

	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build up in the sequence the sequence the provide t
	build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

**GENERAL NOTES** 

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

## GENERAL INFORMATION

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Status: State Board Approved

Course Number: 0101355

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: CREATING 2-D ART Course Length: Semester (S) Course Level: 2

# Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

### **Educator Certifications**
# Creating Three-Dimensional Art (#0101365) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
VA.912.F.1.3:	creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications
	e.g., plagiarism, appropriation from the Internet and other sources
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models
VA 012 S 3 10.	
VA.712.3.3.10.	e.g., drawing: complex composition: architectural rendering: plans and models: sculpture: carving
VA 012 5 2 11.	Store and maintain equipment materials, and artworks preparity in the art studie to provent damage and/or proce contamination
VA.912.3.3.11.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical
LAFS.910.RST.2.4:	context relevant to grades 9–10 texts and topics.
	topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic of issue to stimulate a moughtrul, well-reasoned exchange of ideas.
LAFS.910.SL.1.1:	alternate views) clear goals and deadlines, and individual roles as needed
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas: actively
	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their
	own views and understanding and make new connections in light of the evidence and reasoning presented.
	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, guantitatively, orally) evaluating the credibility and
LAFS.910.SL.1.2:	accuracy of each source.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic
	geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
	T T

MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
	Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

# **GENERAL NOTES**

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 0101365

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: CREATING 3-D ART Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Length: Semester (S) Course Level: 2

# **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Creating Three-Dimensional Art (#0101365) 2022 - And Beyond

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA 912 C 2 1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective
11.712.0.2.1.	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork
VA 010 0 0 1	
VA.912.0.3.1:	e a four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
VA 912 F 2 1.	Evamine career opportunities in the visual arts to determine requisite skills qualifications supply and demand, market location, and potential earnings
VA. 712.1.2.1.	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA 012 E 2 4.	
VA.712.1.3.4.	e a punctuality reliability diligence positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.2.2:	Analyze the capacity of the visual arts to rulnin aesthetic needs through artwork and utilitarian objects.
VA.912.0.1.5.	Solve aesthetic problems, through convergent and divergent thicking, to gain new perspectives.
VA 912 S 1 4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process
VA 912 S 2 2	Encus on visual information and processes to complete the artistic concept
	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.S.3.1:	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
	process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA 912 S 3 11.	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination
	Mathematicians who participate in effortful learning both individually and with others:
	<ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	Stay engaged and maintain a positive mindset when working to solve tasks.
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
	Progress from modeling problems with objects and drawings to using algorithms and equations.
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	Guide students from concrete to pictorial to abstract representations as understanding progresses.

	• Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications:
	<ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> </ul>
	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficience</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>

	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create guality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0101365

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

Educator Certifications	
Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult

Education Courses > Subject: Art - Visual Arts >

SubSubject: Art Comprehensive > Abbreviated Title: CREATING 3-D ART

Course Length: Semester (S)

Course Level: 2

# Cambridge AICE Art and Design 1 AS Level (#0101370) 2014 - 2022 (current)

# General Course Information and Notes

# VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/.

Course Number: 0101370

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: AICE ART&DESIGN 1 AS Course Length: Year (Y) Course Attributes: Advanced International Certificate of Education (AICE) Course Level: 3

Art Education (Secondary Grades 7-12)		
Art (Flementary and Secondary Grades K-12)		

# Cambridge AICE Art and Design 1 AS Level (#0101370) 2022 - And Beyond

# General Course Information and Notes

# VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/.

Course Number: 0101370

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: AICE ART&DESIGN 1 AS Course Length: Year (Y) Course Attributes: • Advanced International Certificate of Education (AICE) Course Level: 3

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Cambridge AICE Art and Design 2 A Level (#0101371) 2014 - 2022 (current)

# General Course Information and Notes

# VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/.

# **GENERAL NOTES**

The course description for this AICE course is provided through the AICE program at: http://www.cie.org.uk/qualifications/academic/uppersec/alevel/subject?assdef\_id=733.

GENERAL INFORMATION	
Course Number: 0101371	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive >
	Abbreviated Title: AICE ART&DESIGN 2 AL
Number of Credits: One (1) credit	Course Length: Year (Y) Course Attributes: • Advanced International Certificate of Education
<b>. . . . . . . .</b>	(AICE)
Course Type: Core Academic Course Course Status: Course Approved	Course Level: 3
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

# Cambridge AICE Art and Design 2 A Level (#0101371) 2022 - And Beyond

# General Course Information and Notes

# VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/.

# **GENERAL NOTES**

The course description for this AICE course is provided through the AICE program at: http://www.cie.org.uk/qualifications/academic/uppersec/alevel/subject?assdef\_id=733.

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult

Advanced International Certificate of Education

Education Courses > Subject: Art - Visual Arts >

SubSubject: Art Comprehensive > Abbreviated Title: AICE ART&DESIGN 2 AL

Course Length: Year (Y) Course Attributes:

(AICE)

Course Level: 3

GENERAL	INFORMATION

Course Number: 0101371

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

## **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Cambridge Pre-AICE Art and Design: 3D Studies IGCSE Level (#0101375) 2014 - And Beyond (current)

# General Course Information and Notes

# VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION	
Course Number: 0101375	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE ART&DES3DIG Course Length: Year (Y) Course Attributes: • Advanced International Certificate of Education
Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12	(AICE) Course Level: 3
Graduation Requirement: Performing/Fine Arts	

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

# Fine Craft Studio Art 1 (#0101440) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA 912 C 3 1	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA 912 F 1 2.	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-three-and/or four-dimensional applications
VA 912 F 2 1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings
VA.912.F.3.3:	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA 912 F 3 4	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA 012 E 2 6.	Identify ethical ways to use appropriation in personal works of art
VA.712.1.3.0.	Create a timeline for the development of artists' materials to show multiple influences on the use of art media.
VA 012 LI 1 6.	
VA.712.11.1.0.	e.g., economic, political, cultural, religious
VA 012    1 0.	Describe the significance of major artists, architects, or mestanuarks to understand their historical influences
VA.912.H.1.9.	Identify transitions in art media, tachnique, and focus to explain how technology has changed art throughout history
VA.712.11.2.1.	Use materials ideas and/or equipment related to other content areas to generate ideas and processes for the creation of works of art
VA 012 LL 2 2.	
VA.912.H.3.3:	e a microscope skeleton. Fibonacci sequence: Golden Mean, measurement: nica, inches, points
VA.912.0.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence
VA 912 O 2 2·	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives
VA 912 0 3 1	Create works of art that include symbolism personal experiences, or philosophical view to communicate with an audience
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 012 C 2 2	process.
VA.912.3.3.3.	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA 912 S 3 7·	Clarifications
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory
VA 012 C 2 0.	
VA.912.5.3.8:	e a media: ceramics glass wet dry digital
VA.912.S.3.9:	
	Clarifications: e.g., enameling, fiber or metal construction, ceramics
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
1 AFS 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
LAI 3.710.IN31.2.4.	context relevant to grades 9–10 texts and topics.
	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, taxts, and issues, building on others' ideas and supressing their our clearly and participate.
	topics, τεχτις, απο issues, buttoning on outers, toes and expressing their own clearly and persuasively.
1	a. Some to assessions prepared, naving read and researched material ander study, explicitly draw on that prepared by referring to evidence from

LAFS.910.SL.1.1:	<ul> <li>texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and</li> </ul>
LAFS.910.SL.1.3:	accuracy of each source. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted
LAFS.910.SL.2.4:	evidence. 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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. This course incorporates hands-on activities and consumption of art materials.

# GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0101440

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: FIN CFT STUD ART 1 Course Length: Year (Y) Course Level: 2

rt Education (Secondary Grades 7-12)	
rt (Elementary and Secondary Grades K-12)	

# Fine Craft Studio Art 1 (#0101440) 2022 - And Beyond

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Dracess and apply constructive criticism as formative assessment for continued growth in art making skills
VA.912.0.2.3.	Process and apply constructive childism as formative assessment for continued growth in ait-making skins.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.3:	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Create a timeline for the development of artists' materials to show multiple influences on the use of art media.
VA 912 H 1 6·	Clarifications
VA. 712.11.1.0.	e.g., economic, political, cultural, religious
VA 012 H 1 0.	Describe the significance of malar artists, architects, or most any order to understand their historical influences
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identity transitions in art media, technique, and focus to explain now technology has changed art throughout history.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain table and equipment to facilitate the graphic process
	use and maintain tools and equipment to racintate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiin, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital
	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.
VA 912 S 3 9	Clarifications:
VM.712.3.3.7:	e.g., enameling, fiber or metal construction, ceramics
	Develop skill is sketching and mark making to plan, everyte, and construct two dimensional images or three dimensional models
VA.912.S.3.10:	
	Clarifications:
	e.g., drawing. complex composition, architectural rendering. plans and models, sculpture, carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>

	Heip and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:         Teachers who encourage students to participate actively in effortful learning both individually and with others:         • Cultivate a community of growth mindset learners.         • Foster perseverance in students by choosing tasks that are challenging.         • Develop students' ability to analyze and problem solve.         • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.2.1:	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Guide students for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> </ul>
	<ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	<ul> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> </ul>

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MA K12 MTR 6 1	<ul> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.  Clarifications:  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details
	from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a

concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. This course incorporates handson activities and consumption of art materials.

# **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0101440

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: FIN CFT STUD ART 1 Course Length: Year (Y) Course Level: 2

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Fine Craft Studio Art 2 (#0101450) 2015 - 2022 (current)

Name	Description
	Analyze how visual information is developed in specific media to create a recorded visual image.
VA.912.C.1.5:	Clarifications:
	e.g., four-dimensional media, motion or multi-media
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications. Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
VA.912.F.2.2:	Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.
VA.912.H.1.10:	Clarifications:
	e.g., belief system, ecology, environment, current visual culture, economy
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA 012 5 2 2.	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	art.
	Clarifications:
	e.g., plaglarism, appropriation from the internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.

VA.912.S.3.9:	Clarifications: e.g., enameling, fiber or metal construction, ceramics
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
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.
LAFS.910.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read and researched material under study: explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. <b>Standard Relation to Course: Supporting</b>
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
LLD.NIZ.ELL.SI.I.	English language learnets communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students create well-designed and individually conceptualized work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Student artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative. Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and decide on

solutions for art challenges based on growing structural, historical, and cultural knowledge. This course incorporates hands-on activities and consumption of art materials.

# GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course	Number	0101	450
Course	number.	0101	400

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: FIN CFT STUD ART 2 Course Length: Year (Y) Course Level: 2

# **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Fine Craft Studio Art 2 (#0101450) 2022 - And Beyond

Name	Description
	Analyze how visual information is developed in specific media to create a recorded visual image.
VA.912.C.1.5:	Clarifications:
	e.g., four-dimensional media, motion or multi-media
VA 912 C 1 7	Analyze challenges and identify solutions for three-dimensional structural problems
VA 912 C 2 3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills
VA 912 C 2 4	Classify artworks using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials
VA 912 C 2 7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA 912 C 3 2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art "
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA 012 C 3 6.	Clarifications
VA. 712.0.3.0.	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
	Manimulate or sumthesize established techniques on a foundation for individual style initiatives in two, three, and/or four dimensional applications
VA.912.F.1.2:	Manipulate or synthesize established techniques as a roundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitation objects
VA.912.F.2.2:	Clarifications:
	e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications:
	e.g., exhibition guidelines, environmental concerns, required information, digital application
	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.
VA 912 H 1 10 <sup>.</sup>	Clarifications:
	e.g., belief system, ecology, environment, current visual culture, economy
VA 912 H 2 2·	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitatian objects
VA.712.11.2.2.	Analyze the capacity of the visual and to fulfill addition focus through a two k and diminian objects.
VA.912.n.3.2.	e a facts ideas solutions brainstorming field testing
VA 010 0 1 5	
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1.	Lise increate works of art that include symbolism, personal experiences, or prinosophical view to communicate with an addretice.
VA.712.3.1.1.	Interpret and reflect on cultural and historical events to create art
VA 010 0 1 0	
VA.912.5.1.3:	Clarifications:
	e.g., texts, visual media, internet, museums, nonua history, nolocaust, Amean American history
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA.912.S.3.3:	
	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiin, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 912 S 3 4	art.
	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital
	Maninulate and embellish malleable or rigid materials to construct representational or abstract forms

VA.912.S.3.9:	Clarifications: e.g., enameling, fiber or metal construction, ceramics
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	<ul> <li>Stav engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>
	• Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	<ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	Select efficient and appropriate methods for solving problems within the given context.
	<ul> <li>Maintain residinty and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>
	Adapt procedures to apply them to a new context.
WA.KTZ.WITR.3.T:	Use feedback to improve efficiency when performing calculations.
	Clarifications:
	<ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>
	Offer multiple opportunities for students to practice efficient and generalizable methods.
	• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively.
	Analyze the mathematical thinking of others.
	Compare the efficiency of a method to those expressed by others.
	<ul> <li>Recognize errors and suggest now to correctly solve the task.</li> <li>Justify results by explaining methods and processes</li> </ul>
MA.K12.MTR.4.1:	Construct possible arguments based on evidence.
	Clarifications:
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	<ul> <li>Establish a cuture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>
	Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
	Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
	Focus on relevant details within a problem.
	<ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>
ļ	Decompose a complex problem into manageable parts.

	Relate previously learned concepts to new concepts.
MA.K12.MTR.5.1:	Look for similarities among problems.
	Connect solutions of problems to more complicated large-scale situations.
	Clarifications:
	<ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts:</li> </ul>
	<ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>
	Support students to develop generalizations based on the similarities round among problems.
	<ul> <li>Develop students' ability to construct relationships between their current understanding and more conhisticated ways of thinking</li> </ul>
	Access the recomplication of existing
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
	Estimate to discover possible solutions.
	Use benchmark quantities to determine if a solution makes sense.
	Check calculations when solving problems.
	Verify possible solutions by explaining the methods used.
MA.K12.MTR.6.1:	Evaluate results based on the given context.
	Clarifications:
	leachers who encourage students to assess the reasonableness of solutions:
	<ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Promet students to continuelly ack. "Does this solution make sonso? How do you know?"</li> </ul>
	Prompt students to continuarly ask, Does this solution make sense: now do you know:     Painforce that students check their work as they progress within and after a task
	<ul> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	Apply mathematics to real-world contexts
	Mathematicians who apply mathematics to real-world contexts:
	Connect methometical concents to overvide experiences
	Connect mathematical concepts to every usy experiences.
	<ul> <li>Ose models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	Clarifications:
	Teachers who encourage students to apply mathematics to real-world contexts:
	<ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>
	Challenge students to question the accuracy of their models and methods.
	• Support students as they validate conclusions by comparing them to the given situation.
	Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
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ELA.K12.EE.1.1: ELA.K12.EE.2.1: ELA.K12.EE.3.1: ELA.K12.EE.4.1:	Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.         1:n 3rd grade, students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.         1:n 3rd grade, students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.         1:n 3rd grade, students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.         1:n 3rd grade, students include relevant textual evidence in their written and oral communication.         4-5 Students continue with previous skills and use a style guide to create a proper citation.         9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.         Read and comprehend grade-level complexity bands and a text complexity rubric.         Make inferences to support comprehension.         Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smilling?" or make predict
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ELA.K12.EE.1.1: ELA.K12.EE.2.1: ELA.K12.EE.3.1: ELA.K12.EE.4.1:	Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.         4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.         6-8 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.         Read and comprehend grade-level complex texts proficiently.         Clarifications:         See Text Complexitly for grade-level complexity bands and a text complexitly rubric.         Make inferences to support comprehension.         Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smilling"?         Data appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         Is udents build upon these skills by justifying what they are thinking. For example: "I think because"
ELA.K12.EE.1.1: ELA.K12.EE.2.1: ELA.K12.EE.3.1: ELA.K12.EE.4.1: ELA.K12.EE.5.1:	Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.         4-5 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.         4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.         6-8 Students continue with previous skills and use a style guide to create a proper citation.         9-12 Students continue with previous skills and use a style guide to create a proper citation.         9-12 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the gif smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clariffications:         In kinder
ELA.K12.EE.1.1: ELA.K12.EE.2.1: ELA.K12.EE.3.1: ELA.K12.EE.4.1: ELA.K12.EE.5.1:	Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect diations.         4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.         6-8 Students continue with previous skills and use a style guide to create a proper citation.         9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.         Read and comprehend grade-level complex texts proficiently.         Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the gir smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         <

	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students create well-designed and individually conceptualized work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Student artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative. Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and decide on solutions for art challenges based on growing structural, historical, and cultural knowledge. This course incorporates hands-on activities and consumption of art materials.

# **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

	Course Path: Section: Grades Prek to 12 Education
Course Number: 0101450	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0101430	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Art Comprehensive >
	Abbreviated Title: FIN CFT STUD ART 2
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Core Academic Course	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Ceramics/Pottery 1 (#0102300) 2015 - 2022 (current)

# **Course Standards**

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.4:	Clarifications:
	e.g., patron, corporate collections
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for nazardous chemicals and equipment during the art-making
VA.912.S.3.3:	
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels; glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 912 S 3 4·	art.
VA. 712.3.3.4.	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

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.
LAFS.910.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting Attend to precision.</b>
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. <b>Standard Relation to Course: Supporting</b>
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	Standard Relation to Course: Supporting English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0102300

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Ceramics / Pottery > Abbreviated Title: CERAM/POT 1 Course Length: Year (Y) Course Level: 2

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# **Course Standards**

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Namo	Description
INGINE	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art
VA 012 C 1 4	
VA.912.C.1.4:	e a symbolism spatial relationship
VA 010 0 1 7	
VA.912.C.1.7:	Analyze challenges and identity solutions for three-dimensional structural problems.
VA.912.0.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.0.2.4.	Classify artworks, using accurate and vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and inatenais.
VA.912.0.2.0.	Compare an work, architecture, designs, and/or models to understand now recurrical and uninarian components impact aesthetic quarties.
VA 012 C 2 1.	
VA.912.C.3.1.	e a four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and snow development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.4:	Clarifications:
	e.g., patron, corporate collections
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA 012 H 3 3·	
VA.712.11.3.3.	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement; pica, inches, points
	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA 012 C 2 1.	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.5.3.1:	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 012 5 2 2·	process.
VA.712.3.3.3.	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 010 C 0 A	art.
VA.912.5.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA 912 S 3 7·	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models
VA 012 C 2 10	
VA.912.3.3.10.	e a drawing: complex composition: architectural rendering: plans and models: sculpture: carving
	e.g., adwing. composition, areincedular rendering. plans and models, scalpture, carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concret to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul></li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

	Mathematicians who assess the reasonableness of solutions:
	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> </ul>
	<ul> <li>Ose benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> </ul>
	Verify possible solutions by explaining the methods used.
MA.K12.MTR.6.1:	Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions:
	Have students estimate or predict solutions prior to solving.
	<ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Delefore that shaded to be a the sense with is and after a task.</li> </ul>
	<ul> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	Connect mathematical concepts to everyday experiences.
	Use models and methods to understand, represent and solve problems.
MA K12 MTR 7 1	Perform investigations to gather data or determine if a method is appropriate.     Redesign models and methods to improve accuracy or efficiency
N/ ((12))	Teachers who encourage students to apply mathematics to real-world contexts:
	Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
	<ul> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they walldate capelyzings by comparing them to the given situation.</li> </ul>
	<ul> <li>Support students as they variable conclusions by comparing them to the given students.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications:
	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing
	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
	In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric
	Make inferences to support comprehension.
	Clarifications:
ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
	Clarifications:
	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The
	collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.
	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they
	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

# GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0100200	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0102300	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Ceramics / Pottery >
	Abbreviated Title: CERAM/POT 1
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Core Academic Course	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Ceramics/Pottery 1 (#0102305) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA 012 C 1 7.	Analyza shallongos and identify solutions for three dimensional structural problems
VA.912.C.1.7.	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork infoughout the art-making process to refine work and achieve artistic objective.
VA.912.0.2.4:	classify altworks, using accurate art vocabulary and knowledge of all history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA 912 F 3 4.	Clarifications
VA.912.F.3.4.	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA 912 S 2 1	Demonstrate organizational skills to influence the sequential process when creating artwork
	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.S.3.1:	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA.912.S.3.3:	
	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Use and maintain tools and equipment to facilitate the creative process.
VA 012 S 3 7.	Clarifications
VA.912.3.3.7.	e a sewing machine pottery wheel kiln technology printing press hand tools
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice in the use of processes, tools, and techniques for various media
VA.912.S.3.12:	
	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	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.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
LAFS.910.SL.1.1:	alternate views), clear goals and deadlines, and individual roles as needed.
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively
	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, gualify or justify their
	own views and understanding and make new connections in light of the evidence and reasoning presented.
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
	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the
LAF5.910.5L.2.4:	organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# VERSION DESCRIPTION

Students explore how much space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail. size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

# GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 0102305

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Ceramics / Pottery > Abbreviated Title: CERAM/POT 1 Course Length: Semester (S) Course Level: 2

## **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Ceramics/Pottery 1 (#0102305) 2022 - And Beyond

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, gualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
VA.712.1.3.4.	e.g., punctuality, reliability, diligence, positive work ethic
VA 912 H 1 9 <sup>.</sup>	Describe the significance of major artists, architects, or masterworks to understand their historical influences
11.7.12.11.1.7.	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
\/∧ 012 Ц 2 2.	
VA.712.11.3.3.	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement; pica, inches, points
	Investigate the use of space, code, and environmental features of a structure to greate three dimensional form or the illusion of depth and form
VA.912.0.1.5.	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.0.3.1.	Demonstrate effective and accurate use of art vocabulary throughout the art making process
VA 912 S 2 1	Demonstrate enective and accurate use of all vocability infoughout the arcmaning process.
	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.S.3.1:	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
	process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA 912 S 3 10.	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA 912 S 3 11·	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination
VA. 712.3.3.11.	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media
VA 010 C 0 10	
VA.712.3.3.12.	e.g., printmaking; relief print; ceramics; wheel-throwing; drawing; charcoal; painting; watercolor; technology; lavering images
	Mathematicians who narticinate in effortful learning bath individually and with others:
	Analyze the problem in a way that makes sense given the task
	Ask questions that will belo with solving the task
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	<ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	Clarifications
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	• Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Eveness connections between concents and consecutions
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
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	Clarifications
	Togethers who approved a students to demonstrate understanding by representing problems in multiple ways:
	reachers who encourage students to demonstrate understanding by representing problems in multiple ways.
	Help students make connections between concepts and representations.
	<ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>
	<ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>
	Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
	Select efficient and appropriate methods for solving problems within the given context.
	Maintain flexibility and accuracy while performing procedures and mental calculations
	manufacture topics accurately and with contributions
	Complete tasks accurately and with commence.
MA.K12.MTR.3.1:	Adapt procedures to apply them to a new context.
	Use feedback to improve efficiency when performing calculations.
	Clarifications:
	Teachers who encourage students to complete tasks with mathematical fluency:
1	Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
	Offer multiple opportunities for students to practice efficient and generalizable methods.
	Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively.
	Analyze the mathematical thinking of others.
	Compare the efficiency of a method to those expressed by others.
	Recognize errors and suggest how to correctly solve the task.
	Instity results by explaining methods and processes
MA.K12.MTR.4.1:	Justify results by explaining methods and processes.
	Clarifications:
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
	Create opportunities for students to discuss their thinking with peers.
	Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
	Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
	Focus on relevant details within a problem.
	<ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>
	Decompose a complex problem into manageable parts.
	Relate previously learned concepts to new concepts.
	Look for similarities among problems.
MA.K12.MTR.5.1:	Connect solutions of problems to more complicated large-scale situations.
	Clarifications
	Chaineations.
	Hain students recognize the natterns in the world around them and connect these natterns to methomatical concents
	Their students recognize the patterns in the world around them and connect these patterns to mathematical concepts.     Support students to develop generalizations based on the similarities found around mathematical concepts.
	<ul> <li>Support students to develop generalizations based on the similarities round among problems.</li> </ul>
	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>
	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions.
	Mathematicians who assess the reasonableness of solutions:
	Estimate to discover possible solutions.
	Use benchmark quantities to determine if a solution makes sense.
	Check calculations when solving problems.
	Varify possible solutions by availability the methods used
	Evaluate results based on the riven context
WA.KTZ.WITR.0.1:	
	Clarifications:
	Teachers who encourage students to assess the reasonableness of solutions:
	Have students estimate or predict solutions prior to solving.
	<ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>
	Reinforce that students check their work as they progress within and after a task
	Strengthen students' ability to verify solutions through justifications
	Strengthen statents ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	Connect mathematical concepts to everyday experiences
	Use models and methods to understand, represent and solve problems
	<ul> <li>Deform investigations to gather data or datermine if a method is preventiate.</li> <li>Dedesign models and methods to intervent and the investigation of the intervent and the investigation of the intervent and the investigation of the intervent and the intervent an</li></ul>
	<ul> <li>remominivesugations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficien</li> </ul>

MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>
	Indicate now various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore how much space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail. size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0102305

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Ceramics / Pottery > Abbreviated Title: CERAM/POT 1 Course Length: Semester (S) Course Level: 2

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Ceramics/Pottery 2 (#0102310) 2015 - 2022 (current)

Name	Description
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of
	aesthetic or utilitarian objects.
VA.912.F.2.2:	Clarifications:
	e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and
	interior design
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups,
VA.912.H.1.4:	cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.4:	Clarifications:
	e.g., patron, corporate collections
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 C 2 4.	art.
VA.912.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
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.
	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.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
LAF5.910.5L.1.1:	alternate views), clear goals and deadlines, and individual roles as needed.
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.KTZ.ELL.SI.T:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0102310

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Ceramics / Pottery > Abbreviated Title: CERAM/POT 2 Course Length: Year (Y) Course Level: 2

#### Educator Certifications

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Ceramics/Pottery 2 (#0102310) 2022 - And Beyond

Name	Description
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitation objects
VA.912.F.2.2:	e a exhibition sale of art products manufacture of art equipment catering for museum events industrial design (toys cars) architectural and
	interior design
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills
	Clarifications
VA.912.F.3.4.	e a punctuality reliability diligence positive work ethic
VA.912.F.3.0.	Apply background knowledge and personal interpretation to discuss cross cultural connections among various artworks and the individuals, grouns
VA.912.H.1.4:	cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.4:	Clarifications:
	e.g., patron, corporate collections
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA 912 O 1 2.	Use and defend the choice of creative and technical skills to produce artworks
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	
	clarifications:
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing. complex composition, arcintectural rendering, plans and models, sculpture, carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	Stay engaged and maintain a positive mindset when working to solve tasks.
MA.K12 MTR 1 1	Help and support each other when attempting a new method or approach.
	Clarifications:
	Cultivate a community of arouth mindest learners
	- contracte a continuinty or growth minuser tearners.

	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
MA.K12.MTR.2.1:	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:	<ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	Clarifications:         Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:         Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.         Support students to develop generalizations based on the similarities found among problems.         Provide opportunities for students to create plans and procedures to solve problems.         Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions:

	<ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.  Clarifications:  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	<ul> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

### VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

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This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0102210	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0102310	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Ceramics / Pottery >
	Abbreviated Title: CERAM/POT 2
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Core Academic Course	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Ceramics/Pottery 3 Honors (#0102320) 2015 - 2022 (current)

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
VA.912.F.1.3:	creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory
VA 012 5 2 9.	
VA.912.5.3.8:	e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical
LAFS.1112.KS1.2.4.	context relevant to grades 11–12 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11– 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	a. Come to discussions prepared, having read and researched material under study: explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as
	needed.
	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a
	topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

	when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Ceramics / Pottery > Abbreviated Title: CERAM/POT 3 HON Course Length: Year (Y) Course Attributes: • Honors Course Level: 3

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Ceramics/Pottery 3 Honors (#0102320) 2022 - And Beyond

Name	Description	
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.	
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.	
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.	
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.	
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.	
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.	
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.	
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.	
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.	
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.	
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.	
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.	
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.	
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.	
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.	
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.	
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.	
VA.912.H.2.3:	Clarifications: e.g., statuary	
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.	
VA 012 H 3 3·	Clarifications	
VA.912.11.3.3.	e a microscope skeleton Fibonacci sequence Golden Mean measurement: pica inches points	
VA 010 0 1 0		
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.	
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn now technology has altered opportunities for innovative responses and results.	
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.	
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.	
VA.912.0.3.2:	Use inservative means and persentual understanding to communicate through varied content, media, and art techniques	
VA.912.3.1.1.	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or	
VA.912.S.2.4:	iournal	
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.	
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making	
	process.	
VA.912.S.3.3:	Clarifications:	
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions	
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of	
	art	
VA.912.S.3.4:		
	e a plagiarism appropriation from the Internet and other sources	
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.	
VA.912.S.3.8:	Clarifications:	
	e.g., media: ceramics, glass, wet, dry, digital	
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.	
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.	
VA.912.S.3.12:	Clarifications:	
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images	
	Mathematicians who participate in effortful learning both individually and with others:	
	Analyze the problem in a way that makes sense given the task.	
	Ask questions that will help with solving the task.	
	Build perseverance by modifying methods as needed while solving a challenging task.	
	Stay engaged and maintain a positive mindset when working to solve tasks.	
	Help and support each other when attempting a new method or approach.	
MA.K12.MTR.1.1:	Clarifications:	
	Teachers who encourage students to participate actively in effortful learning both individually and with others:	
	Cultivate a community of growth mindset learners.	
	Foster perseverance in students by choosing tasks that are challenging.	
	Develop students' ability to analyze and problem solve.	

Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
<ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul>
<ul> <li>Construct possible arguments based on evidence.</li> <li>Clarifications:         Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:         <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>
Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
Clarifications:         Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:         • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.         • Support students to develop generalizations based on the similarities found among problems.         • Provide opportunities for students to create plans and procedures to solve problems.         • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving.

	<ul><li>Reinforce that students check their work as they progress within and after a task.</li><li>Strengthen students' ability to verify solutions through justifications.</li></ul>
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to question the accuracy of their models and methods.         • Support students as they validate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ΕΙ Δ Κ12 ΕΕ 5 1·	Clarifications:
	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
LLA.KIZ.LL.J.T.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.         Use appropriate voice and tone when speaking or writing.         Clarifications:         In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0102320	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0102320	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Ceramics / Pottery >
	Abbreviated Title: CERAM/POT 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Cambridge AICE Art & Design - Ceramics AS Level (#0102330) 2014 - And Beyond (current)

## General Course Information and Notes

#### VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/

Course Number: 0102330

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Ceramics / Pottery > Abbreviated Title: AICE ART&DES CER AS Course Length: Year (Y) Course Attributes: Advanced International Certificate of Education (AICE) Course Level: 3

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Art Collaboration: Designing Solutions for Art, Work, and Life Honors (#0102340) $_{\rm 2015-2022\,(current)}$

Name	Description
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.3:	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.
VA 912 F 3 8.	Clarifications
VA. 712.1.3.0.	e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
	- <u>-</u> , -
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11– 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as
LAFS.1112.SL.1.1:	needed.
	c. Propel conversations by posing and responding to questions that probe reasoning and evidence: ensure a hearing for a full range of positions on a
	topic or issue: clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	d. Respond thoughtfully to diverse perspectives: synthesize comments, claims, and evidence made on all sides of an issue: resolve contradictions
	when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed
LAFS.1112.SL.1.2:	decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
	Evaluate a speaker's point of view reasoning and use of evidence and rotatic assessing the stance premises links among ideas word choice points
LAFS.1112.SL.1.3:	of emphasis, and tone used.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most
LAFS.1112.WHST.2.5:	significant for a specific purpose and audience.
	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or
LAFS.1112.WHS1.3.7:	broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of
MAFS.912.G-GMD.2.4:	two-dimensional objects.
	Standard Relation to Course: Supporting
MAES 012 C MC 1 1.	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★
WAF5.912.G-WG.1.1.	Standard Relation to Course: Supporting
MAES 012 G MG 1 2.	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★
MAI 3.712.0-M0.1.2.	Standard Relation to Course: Supporting
	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with
MAFS.912.G-MG.1.3:	typographic grid systems based on ratios). $\star$
	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
	Methomotically proficient students consider the sucilable tools when cohving a method student in the Theorem tools wight in the
	concrete models a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
FLD.K12.FLL.SL1:	English language learners communicate for social and instructional purposes within the school setting.
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#### VERSION DESCRIPTION

Students in this inquiry-based course use arts processes to explore and imagine new connections and/or postulate solutions to real-world problems. Using a combined seminar, studio, and business management approach, this teacher-facilitated, yet highly independent setting requires that students use their individual strengths and interests in one or more arts, in combination with other content areas and current and emerging technology as needed, to examine local, cultural, historical, technical, and/or global interests relative to life and work in a creative, global economy. Significant independent research, class discussion, and analysis are required.

#### GENERAL NOTES

Time, materials, and technologies needed for project development should be provided to students to the greatest extent possible. This course requires significant independent research and project development, some of which may necessitate out-of-school and/or off-campus class work. Interaction with an individual and/or group for consultation, project development, or service may also require out-of-school and/or off-campus time. In-person interaction is strongly encouraged; frequency and distance may determine the degree to which technology-supported interaction is necessary in place of, or in addition to, face-to-face interaction.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades Prek to 12 Education
Course Number: 0102340	Courses > Grade Group: Grades 9 to 12 and Adult
	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Art Comprehensive >
Number of Credits: One (1) credit	Abbreviated Title: ART COLLAB DSGN HON
	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3

Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Art Collaboration: Designing Solutions for Art, Work, and Life Honors (#0102340) $_{\rm 2022\ - And\ Beyond}$

Name	Description
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.3:	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.
VA.912.F.3.8:	Clarifications:
	e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
₩ 012 Ц 2 1.	Support states and skills learned from non-art content areas to support the processor of creation, interpretation, and analysis
VA.712.11.3.1.	Apply the critical thinking and problem solving skills used in art to develop creative solutions for real life issues
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul> <li>Build understanding through modeling and using manipulatives.</li> </ul>
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Express connections between concepts and representations.</li> </ul>
	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	<ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>
	Guide students from concrete to pictorial to abstract representations as understanding progresses.
	Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	Select efficient and appropriate methods for solving problems within the given context.
	Maintain flexibility and accuracy while performing procedures and mental calculations.
	Complete tasks accurately and with confidence.
	Adapt procedures to apply them to a new context.
MA.K12.MTR.3.1:	Use feedback to improve efficiency when performing calculations.
	Clarifications:
	reachers who encourage students to complete tasks with mathematical nuelicy.

	<ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others.
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:	<ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	Clarifications:         Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:         • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.         • Support students to develop generalizations based on the similarities found among problems.         • Provide opportunities for students to create plans and procedures to solve problems.         • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task.
MA.K12.MTR.7.1:	<ul> <li>Strengthen students' ability to verify solutions through justifications.</li> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:         <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> <li>Clarifications:         <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:                 <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul> </li> </ul></li></ul>
	Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.         4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.         6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create guality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students in this inquiry-based course use arts processes to explore and imagine new connections and/or postulate solutions to real-world problems. Using a combined seminar, studio, and business management approach, this teacher-facilitated, yet highly independent setting requires that students use their individual strengths and interests in one or more arts, in combination with other content areas and current and emerging technology as needed, to examine local, cultural, historical, technical, and/or global interests relative to life and work in a creative, global economy. Significant independent research, class discussion, and analysis are required.

#### GENERAL NOTES

Time, materials, and technologies needed for project development should be provided to students to the greatest extent possible. This course requires significant independent research and project development, some of which may necessitate out-of-school and/or off-campus class work. Interaction with an individual and/or group for consultation, project development, or service may also require out-of-school and/or off-campus time. In-person interaction is strongly encouraged; frequency and distance may determine the degree to which technology-supported interaction is necessary in place of, or in addition to, face-to-face interaction.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### Course Number: 0102340

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive > Abbreviated Title: ART COLLAB DSGN HON Course Length: Year (Y) Course Attributes: • Honors Course Level: 3

#### Educator Certifications

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

#### VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers\_corner/index.html.

This course was previously titled "AP Studio Art/Drawing".

#### GENERAL INFORMATION

Course	Number:	0104300
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Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: AP DRAWING Course Length: Year (Y) Course Attributes: • Advanced Placement (AP) Course Level: 3

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

#### VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers\_corner/index.html.

This course was previously titled "AP Studio Art/Drawing".

#### GENERAL INFORMATION

Course	Number:	0104300
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Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: AP DRAWING Course Length: Year (Y) Course Attributes: Advanced Placement (AP) Course Level: 3

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Drawing 1 (#0104335) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA.912.S.3.3:	
	Clarifications:
	Demonstrate personal recognitions and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA 912 S 3 7·	Clarifications
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA 912 S 3 8·	
VA.712.3.3.0.	e.g., media: ceramics, glass, wet, dry, digital
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models
VA 012 S 2 10.	Clarifications:
VA.912.3.3.10.	e.g., drawing; complex composition; architectural rendering; plans and models; sculpture; carving
	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical
LAFS.910.RST.2.4:	context relevant to grades 9–10 texts and topics.
	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.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
LAFS.910.SL.1.1:	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to set rules for conegial discussions and decision-making (e.g., informat consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as peeded.
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas: actively
	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their
	own views and understanding and make new connections in light of the evidence and reasoning presented.
	Present information findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the
LAFS.910.SL.2.4:	organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in

MAFS.912.G-CO.1.2:	the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translatio versus horizontal stretch).
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number:	0104335

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: DRAW 1 Course Length: Semester (S) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Drawing 1 (#0104335) 2022 - And Beyond

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications: e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA 912 S 3 8 <sup>.</sup>	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models
VA 012 5 2 10.	
VA. 712.3.3.10.	e.g., drawing; complex composition; architectural rendering; plans and models; sculpture; carving
	Mathematicians who participate in offertful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task
	Ask questions that will help with solving the task.
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
MA.K12.MTR.1.1:	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	<ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	Clarifications
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.

MA.K12.MTR.2.1:	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications. Apply mathematics to real-world contexts.
	Mathematicians who apply mathematics to real-world contexts:

	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit

https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0104335

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: DRAW 1 Course Length: Semester (S) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Drawing 1 (#0104340) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Identify rationale for aesthetic choices in recording visual media
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion of multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications:
	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
VA.912.F.1.3:	creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA 912 H 3 2·	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA 012 S 1 4.	Demonstrate effective and accurate use of art vocabulary throughout the art making process
VA 912 S 2 2	Encus on visual information and processes to complete the artistic concept
VA 912 S 2 5	Demonstrate use of percentual observational and compositional skills to produce representational figurative or abstract imagery
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA 012 5 2 ( ·	Clarifications
VA. 712.3.2.0.	e.g., structural elements of art, organizational principles of design, breadth
	Device discuss and demonstrate the prepare explications and estate precedures for hereedous shemicals and equipment during the est making
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for nazardous chemicals and equipment during the art-making
	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, killi, waterial safety bata sheets (wsbs) labels. glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	art.
	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
MAFS.912.G-CO.4.13:	Standard Relation to Course: Supporting Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
LAFS.910.RST.2.4:	Standard Relation to Course: Supporting 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.
LAFS.910.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.

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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0104340

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: DRAW 1 Course Length: Year (Y) Course Level: 2

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
# Drawing 1 (#0104340) 2022 - And Beyond

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Identify rationale for aesthetic choices in recording visual media.
VA 912 C 1 6 <sup>.</sup>	Clarifications:
V	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
VA.912.F.1.3:	creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate quidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process
VA 012 S 2 7.	Clarifications:
vn.712.3.3.1.	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
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	bevelop skill in sketching and mark-making to plan, execute, and construct two-dimensional images of three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
	Mathematicians who participate in effortful learning both individually and with others:
MA.K12.MTR.1.1:	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	Guide students from concrete to pictorial to abstract representations as understanding progresses.
	Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	Calast affisiant and appropriate methods for calving problems within the given contaut
	<ul> <li>Select encient and appropriate methods for solving problems within the given context.</li> <li>Maintain flavibility and accuracy while performing precedures and mental calculations.</li> </ul>
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	Complete tasks accurately and with connuence.
MA.K12.MTR.3.1:	Adapt proceedies to apply them to a new context.     Ise feedback to improve efficiency when performing calculations
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	Clarifications:
	Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately
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MA.K12.MTR.4.1: MA.K12.MTR.5.1:	<ul> <li>Other multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematiclans who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical lideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems.</li> </ul> </li> </ul>
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	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to question the accuracy of their models and methods.         • Support students as they validate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	Clarifications:K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	<ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult

Education Courses > Subject: Art - Visual Arts >

SubSubject: Drawing / Painting > Abbreviated Title: DRAW 1

Course Length: Year (Y)

Course Level: 2

### GENERAL INFORMATION

Course Number: 0104340

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

**Educator Certifications** 

# Drawing 2 (#0104350) 2015 - 2022 (current)

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
VA.912.F.2.2:	Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA 912 F 3 2	Clarifications:
	e.g., information literacy; media
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques. Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.5:	Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	
	e.g., electric drill, carving and cutting tools, paper cutter, klin, Material safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	art.
	e.g., plagiarism, appropriation from the Internet and other sources

	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
MAFS.912.G-CO.1.3:	Standard Relation to Course: Supporting Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
	Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
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.

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.
	<ul> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0104350	
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Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: DRAW 2 Course Length: Year (Y) Course Level: 2

### **Educator Certifications**

# Drawing 2 (#0104350) 2022 - And Beyond

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
VA.912.F.2.2:	Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.2:	Clarifications:
	e.g., information literacy; media
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques. Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.5:	Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources

	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Description and the solution and the</li></ul>
	Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<ul> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:	Focus on relevant details within a problem.
	Create plans and procedures to logically order events, steps or ideas to solve problems.
	Decompose a complex problem into manageable parts.
	Relate previously learned concepts to new concepts.
	Look for similarities among problems.
	Connect solutions of problems to more complicated large-scale situations.
	Clarifications:
	Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts:
	<ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>
	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>
	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions.
	Mathematicians who assess the reasonableness of solutions:
	Estimate to discover possible solutions
	<ul> <li>Use benchmark quantities to determine if a solution makes sense.</li> </ul>
	Check calculations when solving problems.
	Verify possible solutions by explaining the methods used.
MA.K12.MTR.6.1:	Evaluate results based on the given context.
	Clarifications:
	Teachers who encourage students to assess the reasonableness of solutions:
	Have students estimate or predict solutions prior to solving.
	<ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Deletere that students shade their work as the unservice within and other a task.</li> </ul>
	<ul> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concents to everyday superiorses</li> </ul>
	Connect mathematical concepts to everyday experiences.
	<ul> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>
MA.K12.MTR.7.1:	
	Teachers who encourage students to apply mathematics to real-world contexts:
	Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
	Challenge students to question the accuracy of their models and methods.
	Support students as they validate conclusions by comparing them to the given situation.
	Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	Clarifications:
	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without paming the text. During 1st grade, students learn how to incorrecte the evidence in their writing.
	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
	In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly
	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide
	referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	0.12 Students continue with providus skills and should be guare of existing stule guides and the ways in which they differ
	9-12 students continue with previous skins and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications:
	See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
	Clarifications:
ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl
	smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and
	use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
	Clarifications:
	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because "The
ELA.K12.EE.4.1:	collaborative conversations are becoming academic conversations.
	In grades 3-12 students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students
	build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Course Number: 0104350

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: DRAW 2 Course Length: Year (Y) Course Level: 2

## **Educator Certifications**

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
	Use analytical skills to examine issues in non-visual art contexts.
VA.912.C.3.4:	Clarifications:
	e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
VA 912 F 1 2.	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two- three- and/or four-dimensional applications
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use appropriately cited sources to document research and present information on visual culture.
VA 012 E 2 5.	Clarifications
VA.912.F.3.3.	e a visual divital and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
	Research and report technological developments to identify influences on society.
VA.912.H.1.7:	Clarifications:
	e.g., Camera Obscura, digital media
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications:
	e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	e.g., drawing, sculpting, digital multi-media
	Manipulate lighting effects, using various media to create desired results.
VA 012 S 1 7.	Clarifications
VA.712.3.1.7.	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
	Use diverse media and techniques to create paintings that represent various genres and schools of painting.
VA.912.S.1.9:	Clarifications:
	e.g., wet media, technology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
	journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA.912.S.3.3:	process.
	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 5 2 4.	art.
VA.712.3.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:

	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along
MAFS.912.G-CO.1.1:	a line, and distance around a circular arc.
	Standard Relation to Course: Supporting Represent transformations in the plane using, e.g., transparencies and geometry software: describe transformations as functions that take points in
MAES 912 G-CO 1 21	the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation
Min 0.712.0 00.1.2.	versus horizontal stretch). Standard Relation to Course: Supporting
	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
MAF5.912.G-CO.1.3:	Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry
MAFS.912.G-CO.1.5:	software. Specify a sequence of transformations that will carry a given figure onto another.
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic
	geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
	Standard Relation to Course: Supporting Construct an equilateral triangle, a square, and a regular beyagon inscribed in a circle
MAFS.912.G-CO.4.13:	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
LAFS.1112.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 11–12 texts and topics.
LAFS.1112.SL.1.1:	<ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a</li> </ul>
	<ul><li>topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li><li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li></ul>

LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, point of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

Course Number: 0104360 Number of Credits: One (1) credit Course Length: Year (Y) Course Attributes: Honors Course Type: Core Academic Course Course Level: 3 Course Status: Course Approved Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: DRAW 3 HON

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

Graduation Requirement: Performing/Fine Arts

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
	Use analytical skills to examine issues in non-visual art contexts.
VA.912.C.3.4:	Clarifications:
	e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
VA 012 E 1 2.	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two, three, and/or four dimensional applications
VA. 712.1.1.2.	Analyze the notential economic impact of arts entities to revitalize a community or region
VA 912 F 2 6	Research and discuss the notential of the visual arts to improve aesthetic living
VA 912 F 2 7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes
VA.712.1.2.7.	Lise appropriately cited sources to document research and present information on visual culture
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
	Research and report technological developments to identify influences on society.
VA.912.H.1.7:	Clarifications:
	e.g., Camera Obscura, digital media
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA 012 H 2 2·	
VA.712.11.2.3.	e a statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	e.g., drawing, sculpting, digital multi-media
	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.7:	Clarifications:
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
	Use diverse media and techniques to create paintings that represent various genres and schools of painting
VA 012 C 1 0	
VA.912.5.1.9:	clarifications:
	e.g., wer media, recimology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
	journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA.912.S.3.3:	process.
	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 C 2 4	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA 012 C 2 7	Clarifications
VA.712.3.3./:	

	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	Mathematicians who participate in effortful learning both individually and with others:
	<ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
ΜΔ K12 MTR 1 1·	Help and support each other when attempting a new method or approach.
MARTZ.WITK.1.1.	Clarifications:
	eachers who encourage students to participate actively in effortful learning both individually and with others:     Cultivate a community of growth mindset learners
	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
	Progress from modeling problems with objects and drawings to using algorithms and equations.
	<ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
VIA.K12.IVI1R.2.1:	Clasifications
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul> <li>Help students make connections between concepts and representations.</li> </ul>
	Provide opportunities for students to use manipulatives when investigating concepts.
	Guide students from concrete to pictorial to abstract representations as understanding progresses.
	Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	Select efficient and appropriate methods for solving problems within the given context.
	Maintain flexibility and accuracy while performing procedures and mental calculations.     Complete tasks accuracy while performing procedures and mental calculations.
	Complete tasks accurately and with confidence.     Adapt procedures to apply them to a new context
MA.K12.MTR.3.1:	<ul> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	Clarifications:
	Teachers who encourage students to complete tasks with mathematical fluency:
	Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
	Offer multiple opportunities for students to practice efficient and generalizable methods.
	Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	mathematicians who engage in assessions that reneed on the mathematical timiting of solit and others.
	Communicate mathematical ideas, vocabulary and methods effectively.     Analyze the mathematical thinking of others.
	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>
	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>
MA K12 MTD 4 1.	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
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MA.K12.MTR.4.1: ИА.K12.MTR.5.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul></li></ul>

	<ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         Have students estimate or predict solutions prior to solving.         Prompt students to continually ask, "Does this solution make sense? How do you know?"         Reinforce that students check their work as they progress within and after a task.         Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

## **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0104240	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0104380	Education Courses > <b>Subject</b> : Art - Visual Arts >
	SubSubject: Drawing / Painting >
	Abbreviated Title: DRAW 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

## Educator Certifications

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Painting 1 (#0104365) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications: e.g., structural elements of art, organizational principles of design, breadth
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art
VA.912.S.3.4:	Clarifications
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equinment to facilitate the creative process
VA 012 5 2 7.	
VA.912.3.3.7.	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of</li> </ul>
	<ul> <li>alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

MAFS.K12.MP.5.1:	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. <b>Standard Relation to Course: Supporting</b>
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

#### Course Number: 0104365

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: PAINT 1 Course Length: Semester (S) Course Level: 2

## Educator Certifications

# Painting 1 (#0104365) 2022 - And Beyond

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
	process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA 912 S 3 10.	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
	Mathematicians who participate in effortful learning both individually and with others:
	<ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	Stay engaged and maintain a positive mindset when working to solve tasks.
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	• Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
	Progress from modeling problems with objects and drawings to using algorithms and equations.
	Express connections between concents and representations

MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA K12 MTD 4 1-	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul>
IVIA.K I Z. IVI I K.4. I .	Construct possible arguments based on evidence.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.
MA.K12.MTR.5.1:	<ul> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>

MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<ul> <li>Clarifications:</li> <li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li> </ul>
	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0104365

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: PAINT 1 Course Length: Semester (S) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Painting 1 (#0104370) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Identify rationale for aesthetic choices in recording visual media
VA 012 C 1 /.	
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications
	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
	Demonstrate flouibility and adaptability throughout the incoursion process to fears and to fears an older deliberately deloying desure to promote
VA.912.F.1.3:	creative risk-taking
VA 912 F 2 1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills
VA.912.F.3.4:	e a punctuality reliability diligence positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
VA 912 O 1 1·	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA. 712.0.1.1.	visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.H.1.2: VA.912.H.1.5: VA.912.H.1.9: VA.912.H.2.1: VA.912.H.3.2: VA.912.O.1.1: VA.912.O.2.2: VA.912.O.3.1: VA.912.S.1.3: VA.912.S.1.4: VA.912.S.2.5: VA.912.S.2.5: VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
	process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility othics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art
VA.912.S.3.4:	
	ciarincations:
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images of three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
MAES 012 C CO 1 1.	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along
MAF5.912.G-CO.1.1:	Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
MAFS.912.G-CO.4.13:	Standard Relation to Course: Supporting Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
LAFS.910.RST.2.4:	Standard Relation to Course: Supporting 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.
LAFS.910.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.

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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0104370

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: PAINT 1 Course Length: Year (Y) Course Level: 2

## **Educator Certifications**

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

# Painting 1 (#0104370) 2022 - And Beyond

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Identify rationale for aesthetic choices in recording visual media
VA 012 0 1 /	
VA.912.C.1.6:	CIARTITICATIONS:
	e.g., two-, three-, and four-unnersional media, motion of multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications:
	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
VA.912.F.1.3:	creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA 912 H 3 2·	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA 012 S 1 1.	Demonstrate affective and accurate use of art vocabulary throughout the art making process
VA 912 S 2 2	Encus on visual information and processes to complete the artistic concept
VA 912 S 2 5	Demonstrate use of percentual observational and compositional skills to produce representational figurative or abstract imagery
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA 012 S 2 6.	Clarifications:
VA.712.3.2.0.	e.g., structural elements of art, organizational principles of design, breadth
	Review, discuss, and demonstrate the proper applications and safety procedures for nazardous chemicals and equipment during the art-making
VA.912.S.3.3:	
	Clarifications:
	e.g., electric drift, carving and cutting tools, paper cutter, kint, waterial safety bata sheets (wsbs) labels. glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	art.
	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives
	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul> <li>Help students make connections between concepts and representations.</li> </ul>
	<ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>
	Guide students from concrete to pictorial to abstract representations as understanding progresses.
	<ul> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluoney
	Mathematicians who complete tasks with mathematical fluency:
	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>
	<ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks accurately and with confidence.
	Adapt procedures to apply them to a new context.
	<ul> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	Clarifications:
	Teachers who encourage students to complete tasks with mathematical fluency:
	<ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offere sublidle executively in the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>
	<ul> <li>Other multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Dravide appartunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<ul> <li>Provide opportunities for students to renect on the method they used and determine if a more encient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively.
	Analyze the mathematical thinking of others.
	Compare the efficiency of a method to those expressed by others.
	Recognize errors and suggest how to correctly solve the task.
	Justify results by explaining methods and processes.
WIA.K12.WITK.4.1.	Construct possible arguments based on evidence.
	Clarifications:
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
	Create opportunities for students to discuss their thinking with peers.
	• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
	<ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.
	Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
	Focus on relevant details within a problem
	Create plans and procedures to logically order events, steps or ideas to solve problems
	Decompose a complex problem into manageable parts
	Relate previously learned concepts to new concepts.
	Look for similarities among problems.
MA.K12.MTR.5.1:	Connect solutions of problems to more complicated large-scale situations.
	Charmonic Concents: Teachers who encourage students to use patterns and structure to belo understand and connect mathematical concents:
	<ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>
	<ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>
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	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.   <ul> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> </ul>
MA.K12.MTR.7.1:	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to question the accuracy of their models and methods.         • Support students as they validate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	<ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult

Education Courses > Subject: Art - Visual Arts >

SubSubject: Drawing / Painting > Abbreviated Title: PAINT 1

Course Length: Year (Y)

Course Level: 2

### GENERAL INFORMATION

Course Number: 0104370

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

**Educator Certifications** 

# Painting 2 (#0104380) 2015 - 2022 (current)

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA 012 C 2 2·	Assass the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress
VA 012 C 2 2	Assess the works of others, using established or derived circlera, to support conclusions and judgments about a listic progress.
VA.912.C.2.3.	Process and apply constructive childsin as formative assessment for continued growth in architecture skins.
VA.912.C.3.2.	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.0.3.3.	Make connections between unternes in other content areas and unterness in the visual arts.
VA.912.F.I.I.	Demonstrate flexibility and edeptability throughout the increases to demonstrate imaginative or innovative solutions for all problems.
VA.912.F.1.3:	creative risk-taking.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
VA.912.F.2.2:	Clarifications:
	e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications:
	e.g., presentation software, video, sound, open-access collaborative web applications
	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA 012 E 2 2.	Clarifications
VA.712.1.3.2.	e.g., information literacy; media
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
	Apply rules of convention to create purposeful design.
VA 912 F 3 10 <sup>.</sup>	Clarifications:
	e.g., exhibition guidelines, environmental concerns, required information, digital application
	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, grouns
VA.912.H.1.4:	cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA 012 H 2 2·	Clarifications
VA.712.11.3.3.	e.g., microscope, skeleton, Fibonacci seguence, Golden Mean, measurement; pica, inches, points
VA 012 0 1 2	Use and defend the choice of creative and technical skills to produce artworks
VA 012 0 2 2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives
VA 912 O 3 1	Create works of art that include symbolism personal experiences, or philosophical view to communicate with an audience
VA 012 S 1 1	Use innovative means and nercentual understanding to communicate through varied content, media, and art techniques
VA.712.3.1.1.	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process
	compare the aesthetic impact of images created with different media to evaluate advantages of disadvantages within the art process.
VA.912.S.1.5:	Clarifications:
	e.g., snapsnot vs. photograph, drawnig vs. digitar mark-making
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 012 5 2 2	process.
VA.912.5.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources

	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
MAFS.912.G-CO.1.3:	Standard Relation to Course: Supporting Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
	Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
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.

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.
	<ul> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the ovidence and reasoning presented.</li> </ul>
	own views and understanding and make new connections in light of the evidence and reasoning presented.
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions in painting. Student artists manipulate, and refine the structural elements of art to improve markmaking and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0104380	
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Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: PAINT 2 Course Length: Year (Y) Course Level: 2

### **Educator Certifications**

# Painting 2 (#0104380) 2022 - And Beyond

Name	Description	
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.	
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.	
	Identify rationale for aesthetic choices in recording visual media.	
VA.912.C.1.6:	Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media	
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.	
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.	
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."	
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.	
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.	
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.	
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.	
VA.912.F.2.2:	Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design	
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.	
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.	
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications	
	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.	
VA.912.F.3.2:	Clarifications:	
	e.g., information literacy; media	
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture.	
	Clarifications: e.g., visual, digital, and textual information	
	Apply rules of convention to create purposeful design.	
VA.912.F.3.10:	Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application	
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.	
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.	
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.	
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.	
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.	
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points	
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.	
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.	
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.	
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques. Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.	
VA.912.S.1.5:	Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making	
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.	
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.	
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.	
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.	
VA.912.S.3.3:	Clarifications:	
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions	
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.	
	Clarifications:	
	and a propriation from the internet and other bouroes	
NV12.5.2.2       Districtions:         As a unique material path and horingues through galantian of the principles of main progets and subar and light through         V0.72.5.3.10:       Discretions:         Image: commercial path and horingues through galantian of the principles of main progets and subar and light through         V0.72.5.3.10:       Derive commercial path and horingues through galantian of the principles of main progets coming         V0.72.5.3.10:       Derive commercial path and horingues through galantian of the principles of main progets coming         V0.72.5.3.10:       Derive commercial path and path an		Use and maintain tools and equipment to facilitate the creative process.
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Decision count maining within and latering see through application of the pinciples of heat progetties and count and light thery.           VA 723.5.8.00         Cardifications: i.g., model or controls, gray, with dy, digital controls of the pinciples controls the article of the pinciples of the article of the progetties and count and light thery.           VA 723.5.8.10         See and pinciples controls the article of the pinciples of the article o	VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
NA.912.5.3.8       Claiminations:         4.3. Institute seamon, glass well ary ubgin!         4.3. Institute seamon, glastitute seamon,		Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
Decision will in setting and matrix-halling to plan, exolute, not construct the c-intensional models.           VX 913 5.3 10:         Cardifications: E.g. divaling: complex complex composition, architecturar incoming: plans and modes: studium: complex complex models of variable studium ingramment, motications, and streaks ingrammed instruments.           VX 913 5.3 10:         Cardifications: E.g. controlling and period print. Cardifications in the divel ingramment, motications, and storenging the divelop of the control diverge and diverge instruments.           VX 913 5.3 10:         Cardifications: E.g. controlling of print. Cardifications and the diverge indication of the control diverge and the control.           VX 913 5.3 10:         Cardifications: E.g. controlling variable in an effect in an expect when excluding of duracal: pathing indications and diverge indications and diverge indications and expecting of the control indications and the control of the control indication in an effect in an expect when excluding is a control or expecting.           VX 912 107:1.1         Cardifications: Tradeness when periodippi and with indications by reserventing controls in multiple wave, and the control or expecting controls in multiple wave, and print indications and expecting controls in multiple wave, and control or expecting and expecting controls in multiple wave, and control or expecting and expecting controls in multiple wave, and expecting indications in multiple wave, and expecting indications in the expecting controls in multiple wave, and expecting indications in multiple wave, and expecting indications.	VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
N. 91.2.3.10:       Examination         Set and matching signature, marking composition and models, stabilizer, carwing         N. 972.5.3.17:       Example composition and deciding, through purching, in the set of processes, tasks, and schedups and/or cross-stored minimum         N. 972.5.3.17:       Example composition and deciding, through purching, in the set of processes, tasks, and schedups of set consort additional set of the set of processes, tasks, and schedups of set consort additional set of the set of processes, tasks, and schedups of the set of processes, tasks, and schedups of the set of the		Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.5.1.1:         Store are relation examplement, instellate, and attendits property in the art studie to prevent dramage and/ar cross-continuation.           VA.912.5.1.1:         Centifications: (a.g. permetables) and object on and betting. Hryogip practice, in the use of processes, tools, and technologies for version mudie.           VA.912.5.1.1:         Centifications: (a.g. permetables) and version of the text or the text.           VA.912.5.1.1:         Centifications: (a.g. permetables) that with the public model when streng term the text.           VA.812.4017.1.1         Centifications: (b) did persistence of the text of	VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
Models complements and develop, firming process, tools, and includings for various media.           VA.912.5.1.2         Exploring of an explements: should have a process, tools, and includings for various media.           VA.912.5.1.2         Exploring of an explement is any plot reacted some plots in tools.           Additional is any plot reacted some plots in the out.         Addition of the explement is a strapple plot reacted some plots in the out.           Additional is any plot reacted some plots in the out.         Addition of the explement is any plot reacted some plots in the out.           Additional is any plot reacted some plots in the out.         Addition of the explete in the out.           Additional is a strapple of the explete interval is a strapple of the explete interval.         Explete interval is a strapple of the explete interval.           Additional is a community of growth method is approximate plot individually and with others:         Cultified accommunity of growth method is approximate.           Interval         Teacher some conceage student is a strapple of the explete individually and with others:           Interval         Explement interval individually in growth method is approximate.           Interval interval individually in growth method in approximate.         Explement interval individually individually and with others:           Interval interval individually individually individually and with others:         Explement individually individually individually and with others:           Interval individually individually individually individu	VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
NA. 912.53.12:       Extinctions         B.D. Entimesing role prior toring role prior toring toring role prior toring and with alters: <ul> <li>Addition to exclose the access toring toring role prior toring and with alters:</li> <li>Addition to exclose the access toring toring role prior toring and with alters:</li> <li>Addition to exclose the access toring toring role prior toring toring role prior toring toring and with alters:</li> <li>Stage registers and matching a positive relations to access to the role attempting a new method or approxim.</li> </ul> NA. KED ARER 11:       Exclusions that with all positive relations to the role attempting a new method or approxim.         NA. KED ARER 11:       Exclusions to access to participate actively in effort ultimating toring and with administion and access to access to a role attempting and with a role attempting.         NA. KED ARER 11:       Exclusions to access to participate actively in effort ultimating toring role models and approximation.         NA. KED ARER 11:       Exclusions to access to participate actively and positive access to access to a regress to the stage access to access to a regress to the stage access to access to a regress to the stage access to access to a regress to the stage access to access to a regress to the stage access to access to a regress to the stage access to access to a regress to the stage access to access to a regress to the stage access to access to a regress to the stage access to access to a regress to the stage access to access to a regress to the stage access to a regress to the stage access to access to a regress to the stage access to a regress to the stage access to access to a regress to the stage access to a regress to t		Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
MARD2 MIRE 1:              An analysis with markets wave systems to task:             A skip wave markets with the with solving with markets wave systems to solve task:             A skip waves markets with market wave waves to solve a spin solution.             Subject and support each other whom a disregating is solve task:             Subject and support each other whom a disregating is solve task:             A scip waves and support each other whom a disregating is solve task:             Subject and support each other whom a disregating is solve task:             A cask preservation is multiple waves waves provided to approach             Clarine accounter of growth middle lawers is             A cask preservation is multiple waves.             A cask preservation is multiple waves waves provided to approach             Clarine accounter of growth middle lawers is             A cask preservation is multiple waves.             A cask preservation is multiple waves.             A cask preservation is multiple waves.             A cask preservation is solved to approach             A cask preservation is a commany to growth middle lawers.             A cask preservation is before a comparing problems in multiple ways.             A cask preservation is before accounter of growth middle lawers.             A cask preservation comparing problems in multiple ways.             A cask preservation comparing problems in multiple ways.             Clarine actions             Progress from modeling problems with and solvers.             A cask or intermediation is before accounter or preservating problems in multiple ways.             Clarine actions             Progress from modeling problems with multiple ways.             Clarine actions             Progress and the modeling and upper preservating problems in multiple ways.             A cask preservation problems is a multiple waves.             Progress from modeling problems is for solvers preservating problems is multip	VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
Matching              exclosule during chronomy programming products.                 Demonstrate understanding by preprisenting problems in multiple ways:               subid understanding through modeling and using manipulatives.                 express from modeling problems in multiple ways:             express sources to builtions to problems in multiple ways:             express connections between concepts and representations.               choose a representation based on the given context or purpose.                 Choose a representation based on the given context or purpose.               Clarifications:                 Teachers who encourge students to demonstrate understanding by representing problems in multiple ways:               elies students from concrete to pictorial to abstract representations.                 Complete tasks with mathematical fluency:               choose and programming procedures and metal calculations.                 WA K12.MTR.3.1:               Select efficient and appropriate methods for solving problems within the given context.                 WA K12.MTR.3.1:               Select efficient and appropriate methods for solving problems within the given context.                 WA K12.MTR.3.1:               Select efficient and appropriate methods for solving problems is multiple                 WA K12.MTR.3.1:               Select effi	MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul>
• Build understanding through modeling and using manipulatives.       • Represent solutions to problems in multiple ways using objects, drawings tables, graphs and equations.         • Progress from modeling problems with objects and rawings to using algorithms and equations.       • Express connections between concepts and ripresentations.         • Choose a rigresentation based on the given context of purpose.       Clarifications:         Teachers whe encourage students to demonstrate understanding by representing problems in multiple ways:       • Help students make connections between concepts and representations.         • Provide opportunities for students to use manipulatives when investigating concepts.       • Googet students from concrete to pictorial to abstract representations as understanding progresses.         • Show students that various representations can have different purpose.       • Maintain flexibility and accuracy while performing procedures and mental calculations.         • Complete tasks with mathematical fluency:       • Select efficient and appropriate methods for solving problems within the given context.         • Maintain flexibility and accuracy while performing calculations.       • Complete tasks with mathematical fluency:         • Select efficient and appropriate methods to solving problems by selecting a procedure that allows them to solve efficiently and accurately.         • Of multiple opportunities for students to complete tasks with mathematical fluency:         • Provide students with the flocibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.		Recognize students errort when solving challenging problems.  Demonstrate understanding by representing problems in multiple ways.  Mathematicians who demonstrate understanding by representing problems in multiple ways:
Help students make connections between concepts and representations.         Provide opportunities for students to use manipulatives when investigating concepts.         Guide students from concrete to pictorial to abstract representations as understanding progresses.         Show students that various representations can have different purposes and can be useful in different situations.         Complete tasks with mathematical fluency.         Mathematicians who complete tasks with mathematical fluency:         • Select efficient and appropriate methods for solving problems within the given context.         • Maintain flexibility and accuracy while performing procedures and mental calculations.         • Complete tasks accurately and with confidence.         • Adapt procedures to apply them to a new context.         • Use feedback to improve efficiency when performing calculations.         Clarifications:         Teachers who encourage students to complete tasks with mathematical fluency:         • Provide opportunities for students to preliet on the method they used and determine if a more efficiently and accurately.         • Offer multiple opportunities for students to reflect on the method they used and others:         • Communicate mathematical thinking of others.         • Recognize errors and sugges tho to correctly solve the task.         • Offer multiple opportunities for students to reflect on the mathematical thinking of self and others:         • Communicate mathematical thinking of others.	MA.K12.MTR.2.1:	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.3.1:       Complete tasks with mathematical fluency:         MA.K12.MTR.3.1:       Select efficient and appropriate methods for solving problems within the given context.         MA.K12.MTR.3.1:       Maintain flexibility and accuracy while performing procedures and mental calculations.         Complete tasks accurately and with confidence.       Adapt procedures to apply them to a new context.         Use feedback to improve efficiency when performing calculations.       Clarifications:         Clarifications:       Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the mathematical fluency:</li> <li>Provide opportunities for students to reflect on the mathematical thinking of self and others.</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical dides, vocabulary and methods effectively.</li> <li>Analyze the mathematical binking of others.</li> <li>Compare the efficiency of a method to hose expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications:     Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:         . Estabilish a culture in which students as k que		<ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
Clarifications:         Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> Engage in discussions that reflect on the mathematical thinking of self and others.           Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> MA.K12.MTR.4.1: MA.K12.MTR.4.1: Charlications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingl</li></ul>	MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.
Engage in discussions that reflect on the mathematical thinking of self and others.         Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:         • Communicate mathematical ideas, vocabulary and methods effectively.         • Analyze the mathematical thinking of others.         • Compare the efficiency of a method to those expressed by others.         • Recognize errors and suggest how to correctly solve the task.         • Justify results by explaining methods and processes.         • Construct possible arguments based on evidence.         Clarifications:         Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of correct and increasingly efficient methods.         • Create opportunities for students to discuss their thinking with peers.         • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.         • Develop students' ability to justify methods and compare their responses to the responses of their peers.		<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
<ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>	MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications:</li> </ul>
		<ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>

MA.K12.MTR.5.1:	<ul> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts.</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>
	Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.  Assess the reasonableness of solutions.
MA.K12.MTR.6.1:	<ul> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<ul> <li>Cite evidence to explain and justify reasoning.</li> <li>Clarifications:</li> <li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.	
	Use appropriate voice and tone when speaking or writing.	
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	

#### VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions in painting. Student artists manipulate, and refine the structural elements of art to improve markmaking and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

<b>Course rearriser</b> . 0101000	Course	Number:	0104380
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Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: PAINT 2 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

Name	Description		
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.		
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.		
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.		
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.		
	Use analytical skills to examine issues in non-visual art contexts.		
VA.912.C.3.4:	Clarifications:		
	e.g., review objective facts; suspend judgment; see the parts, visualize the finished product		
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.		
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.		
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.		
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.		
	Use appropriately cited sources to document research and present information on visual culture.		
VA.912.F.3.5:	Clarifications:		
	e.g., visual, digital, and textual information		
VA 912 F 3 6.	Identify ethical ways to use appropriation in personal works of art		
VA 912 F 3 9	Identify and apply collaborative procedures to coordinate a student or community art event		
VA 912 F 3 12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others		
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.		
	Research and report technological developments to identify influences on society.		
VA 012 H 1 7.	Clarifications		
VA.712.11.1.7.	e.g., Camera Obscura, digital media		
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.		
VA.912.H.2.3:	Clarifications:		
	e.g., statuary		
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.		
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.		
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.		
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.		
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.		
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.		
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.		
	Describe processes and techniques used to record visual imagery.		
VA.912.S.1.6:	Clarifications:		
	e.g., drawing, sculpting, digital multi-media		
	Manipulate lighting effects, using various media to create desired results.		
VA.912.S.1.7:	Clarifications:		
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed		
	Use diverse media and techniques to create paintings that represent various genres and schools of painting.		
VA.912.S.1.9:	Clarifications:		
	e.g., wet media, technology		
VA 912 S 2 3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor		
	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or		
VA.912.S.2.4:	journal.		
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.		
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.		
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making		
	process.		
	Clarifications:		
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions		
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of		
	art.		
VA.912.S.3.4:	Clarifications:		
	e.g., plagiarism, appropriation from the Internet and other sources		
	Use and maintain tools and equipment to facilitate the creative process		
VA 012 C 2 7	Clasifications:		
VA.912.5.3.7:	ciamications:		

	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools	
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.	
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.	
VA.912.S.3.12:	Clarifications:	
	e.g., printmaking. Tener print, ceramics, wheel-throwing, drawing, charcoar, painting, watercolor, technology, rayening images	
MAFS.912.G-CO.1.1:	a line, and distance around a circular arc.	
	Standard Relation to Course: Supporting	
	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in	
MAFS.912.G-CO.1.2:	versus horizontal stretch).	
	Standard Relation to Course: Supporting	
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	
	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	
MAFS.912.G-CO.1.4:	Standard Relation to Course: Supporting	
MAES 012 C CO 1 5.	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software specific a sequence of transformations that will early a given figure onto another.	
MAT 5.912.0-00.1.5.	Standard Relation to Course: Supporting	
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic	
	geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including	
	the perpendicular disector of a line segment; and constructing a line parallel to a given line through a point not on the line.	
	Clarifications:	
MAF5.912.G-CU.4.12:	Geometry - Fluency Recommendations	
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to	
	conjectures and proofs.	
	Standard Relation to Course: Supporting	
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	
	Use appropriate tools strategically.	
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,	
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools	
MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze	
	graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying	
	assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify	
	relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use	
	Standard Relation to Course: Supporting	
	Attend to precision.	
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own	
	reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about	
WAF5.K12.WP.0.1.	express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully	
	formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
	Standard Relation to Course: Supporting	
	Look for and make use of structure.	
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven	
	more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 $\times$ 8 equals the well remembered 7 $\times$ 5 + 7 $\times$ 3, in preparation for learning about the distributive property. In the expression $x^2$	
MAFS.K12.MP.7.1:	+ 9x + 14, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$ . They recognize the significance of an existing line in a geometric figure and	
	can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see	
	$(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	
	Standard Relation to Course: Supporting	
LAES 1112 DST 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	
EAL J. H 12.RJ1.2.4.	context relevant to grades 11–12 texts and topics.	
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11– 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from	
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	
LAFS 1112 SL 1 1-	<li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as peeded</li>	
	c. Propel conversations by posing and responding to questions that probe reasoning and evidence: ensure a hearing for a full range of positions on a	
	topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions	
	when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	

LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, point of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in painting to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Path: Section: Grades PreK to 12 Education

#### GENERAL INFORMATION

Course Number: 0104390	Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting >	
	Abbreviated Title: PAINT 3 HON	
Number of Credits: One (1) credit	Course Length: Year (Y)	
	Course Attributes:	
	Honors	
Course Type: Core Academic Course	Course Level: 3	
Course Status: Course Approved		
Grade Level(s): 9,10,11,12		

#### **Educator Certifications**

Art	Education	(Secondary Grades 7-12	2)
Art	(Elementa)	ry and Secondary Grade	s K-12)

Graduation Requirement: Performing/Fine Arts

Name	Description		
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.		
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.		
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.		
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.		
	Use analytical skills to examine issues in non-visual art contexts.		
VA.912.C.3.4:	Clarifications:		
	e.g., review objective facts; suspend judgment; see the parts, visualize the finished product		
VA 012 E 1 2.	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two, three, and/or four dimensional applications		
VA. 712.1.1.2.	Analyze the notential economic impact of arts entities to revitalize a community or region		
VA 912 F 2 6	Research and discuss the notential of the visual arts to improve aesthetic living		
VA 912 F 2 7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes		
VA.712.1.2.7.	Lise appropriately cited sources to document research and present information on visual culture		
VA.912.F.3.5:	Clarifications:		
	e.g., visual, digital, and textual information		
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.		
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.		
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.		
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.		
	Research and report technological developments to identify influences on society.		
VA.912.H.1.7:	Clarifications:		
	e.g., Camera Obscura, digital media		
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.		
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.		
VA 012 H 2 2·			
VA.712.11.2.3.	e a statuary		
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.		
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.		
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.		
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.		
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.		
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.		
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.		
	Describe processes and techniques used to record visual imagery.		
VA.912.S.1.6:	Clarifications:		
	e.g., drawing, sculpting, digital multi-media		
	Manipulate lighting effects, using various media to create desired results.		
VA.912.S.1.7:	Clarifications:		
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed		
	Use diverse media and techniques to create paintings that represent various genres and schools of painting		
VA.912.5.1.9:	clarifications:		
	e.g., wer media, recimology		
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.		
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or		
	journal.		
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.		
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.		
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making		
VA.912.S.3.3:	process.		
VA.912.3.3.3:	Clarifications:		
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions		
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of		
VA 012 C 2 4	art.		
VA.912.S.3.4:	Clarifications:		
	e.g., plagiarism, appropriation from the Internet and other sources		
	Use and maintain tools and equipment to facilitate the creative process.		
VA 012 C 2 7	Clarifications		
VA.712.3.3./:			

	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	Nathematiciane who narticipate is effortful learning batk individually and with athers.
	Analyze the problem in a way that makes sense given the task
	Ask guestions that will help with solving the task.
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	Stay engaged and maintain a positive mindset when working to solve tasks.
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve</li> </ul>
	<ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing myltiple usus
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul> <li>Duild understanding through modeling and using manipulations</li> </ul>
	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	<ul> <li>Express connections between concepts and representations.</li> </ul>
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	<ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various conceptations can have different surgeous and can be variable in different situations.</li> </ul>
	• Snow students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
	Select efficient and appropriate methods for solving problems within the given context.
	Maintain flexibility and accuracy while performing procedures and mental calculations.
	Complete tasks accurately and with confidence.      Adapt procedures to apply them to a new context
MA.K12.MTR.3.1:	Use feedback to improve efficiency when performing calculations.
	Clarifications
	Teachers who encourage students to complete tasks with mathematical fluency:
	Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
	Offer multiple opportunities for students to practice efficient and generalizable methods.
	Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively.
	Analyze the mathematical thinking of others.
	Compare the efficiency of a method to those expressed by others.
	<ul> <li>Recognize errors and suggest now to correctly solve the task.</li> <li>Justify results by explaining methods and processes</li> </ul>
MA.K12.MTR.4.1:	Construct possible arguments based on evidence.
	Clarifications:
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
	Create opportunities for students to discuss their thinking with peers.
	• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
	• Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
	Focus on relevant details within a problem.
	Create plans and procedures to logically order events, steps or ideas to solve problems.
	Decompose a complex problem into manageable parts.
	Relate previously learned concepts to new concepts.
	Look for similarities among problems.
WP3. K 12. WH K. J. L.	Connect solutions of problems to more complicated large-scale situations.
	Clarifications:

	<ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         Have students estimate or predict solutions prior to solving.         Prompt students to continually ask, "Does this solution make sense? How do you know?"         Reinforce that students check their work as they progress within and after a task.         Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	<ul> <li>Provide opportunities for students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because ," The
ELA.K12.EE.4.1:	collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.  Clarifications:
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

#### VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in painting to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0104200	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0104390	Education Courses > <b>Subject</b> : Art - Visual Arts >
	SubSubject: Drawing / Painting >
	Abbreviated Title: PAINT 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

## Figure Drawing (#0104410) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications:
	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
VA.912.F.1.3:	creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
	visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Interpret and reflect on cultural and historical events to create art
VA 012 C 1 2	
VA.912.5.1.3:	Clarifications:
	e.g., texts, visual media, methet, mascans, honda history, horeadast, Amean American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.5.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.3.2.3.	Incorporate skills, concents, and media to create images from ideation to resolution
VA 012 5 2 4.	
VA.912.3.2.0.	e.g., structural elements of art, organizational principles of design, breadth
	Device diagram and demonstrate the proper applications and setatu presedures for heardaus eleminate and equipment during the set making
	Review, discuss, and demonstrate the proper applications and safety procedures for nazardous chemicals and equipment during the art-making
VA.912.S.3.3:	Clarifications
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal isone period and integrity including respect for intellectual property, when accessing information and exacting works of
	art
VA.912.S.3.4:	Clarifications
	e a plagiarism appropriation from the Internet and other sources
	Lice and maintain table and equipment to facilitate the greative process
VA.912.S.3.7:	
	Clarifications:
	e.g., sewing machine, pottery wheel, kint, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
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.
	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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
LAFS.910.SL.1.1:	alternate views), clear goals and deadlines, and individual roles as needed.
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.912.G-MG.1.1:	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★ Standard Relation to Course: Supporting
MAFS.912.G-MG.1.2:	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). <b>★</b> Standard Relation to Course: Supporting
MAFS.912.G-MG.1.3:	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). ★ Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see
	complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting

#### VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in figure drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION	
Course Number: 0104410	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: FIG DRAW
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Core Academic Course	Course Level: 2
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12)

## Figure Drawing (#0104410) 2022 - And Beyond

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Identify rationale for aesthetic choices in recording visual media
VA.912.C.1.6:	
	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA 012 C 3 6.	Clarifications
VA.912.0.3.0.	e.g. Native American blanket or Roman belmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
	Creative risk-taking.
VA.912.1.2.1.	Examine career opportunities in the visual arts to determine requisite skins, quaincations, suppy-and-demand, marker location, and potential earnings.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work etnic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA 912 S 2 6.	Clarifications
VA. 712.3.2.0.	e.g., structural elements of art, organizational principles of design, breadth
	Deviaus discuss and domentates the proper applications and eafsty procedures for herordovic elemicals and equipment during the art making
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA.912.S.3.3:	
	Clarifications:
	e.g., electric unit, carving and cutting tools, paper cutter, kint, material safety bata sheets (wisbs) labers. glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 5 2 4.	art.
VA. 712.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
MA.K12.MTR.1.1:	<ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	Clarifications:
	Cultivate a community of growth mindset learners
	Eoster perseverance in students by choosing tasks that are challenging
	<ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	Help students make connections between concepts and representations.
	Provide opportunities for students to use manipulatives when investigating concepts.
	Guide students from concrete to pictorial to abstract representations as understanding progresses.
	Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	Select efficient and appropriate methods for solving problems within the given context.
	<ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>
	Complete tasks accurately and with confidence.
MA.K12.MTR.3.1:	Adapt procedures to apply them to a new context.
	Use feedback to improve efficiency when performing calculations.
	Clarifications:
	Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately
	<ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>
	Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively
	<ul> <li>Analyze the mathematical thinking of others.</li> </ul>
	Compare the efficiency of a method to those expressed by others.
	Recognize errors and suggest how to correctly solve the task.
	Justify results by explaining methods and processes.
WA.K12.WITK.4.1.	Construct possible arguments based on evidence.
	Clarifications:
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
	Create opportunities for students to discuss their thinking with peers.     Select converse and present student work to advance and deepen understanding of correct and increasingly officient methods.
	<ul> <li>Select, sequence and present student work to dovance and deepen understanding or correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	use patierns and structure to neip understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
	indutionations who doe patterns and structure to help and stand and connect mathematical concepts.
	Focus on relevant details within a problem.
MA.K12.MTR.5.1:	Create plans and procedures to logically order events, steps or ideas to solve problems.
	<ul> <li>Decompose a complex problem into manageable parts.</li> <li>Belate providusly learned concepts to new concepts.</li> </ul>
	Relate previously learned concepts to new concepts.
	<ul> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	Clarifications:
	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
	Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
	Support students to develop generalizations based on the similarities found among problems.

	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to question the accuracy of their models and methods.         • Support students as they validate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.         In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	<ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in figure drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0104410

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

**Educator Certifications** 

Art (Elementary and Secondary Grades K-12)

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: FIG DRAW Course Length: Year (Y) Course Level: 2

## Cambridge Pre-AICE Art and Design: Painting and Related Media IGCSE Level (#0104415) 2014 - And Beyond (current)

#### General Course Information and Notes

#### GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION	
	Course Path: Section: Grades PreK to 12 Education
Course Number: 0104415	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Drawing / Painting >
	Abbreviated Title: PRE-AICE A&D P&M IG
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Advanced International Certificate of Education
	(AICE)
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Graduation Requirement: Performing/Fine Arts	

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

## Cambridge AICE Art and Design - Painting & Related Media AS Level (#0104420) 2014 - 2022 (current)

#### General Course Information and Notes

#### VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/

Course Number: 0104420

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: AICE ART&DES P&M AS Course Length: Year (Y) Course Attributes: • Advanced International Certificate of Education (AICE) Course Level: 3

#### Educator Certifications

Art (Elementary and Secondary Grades K-12)

# Cambridge AICE Art and Design - Painting & Related Media AS Level (#0104420) 2022 - And Beyond

#### General Course Information and Notes

#### VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/

Course Number: 0104420

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting > Abbreviated Title: AICE ART&DES P&M AS Course Length: Year (Y) Course Attributes: • Advanced International Certificate of Education (AICE) Course Level: 3

#### Educator Certifications

Art (Elementary and Secondary Grades K-12)

## Cambridge Pre-AICE Art and Design: Textile Design IGCSE Level (#0105315) 2014 - And Beyond (current)

#### General Course Information and Notes

#### GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION	
	Course Path: Section: Grades PreK to 12 Education
Course Number: 0105315	Courses > Grade Group: Grades 9 to 12 and Adult
	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Fabrics / Fibers >
	Abbreviated Title: PRE-AICE A&D TD IG
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Advanced International Certificate of Education
	(AICE)
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Graduation Requirement: Performing/Fine Arts	

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

## Cambridge AICE Art and Design - Graphic Design AS Level (#0106320) 2014 - 2022 (current)

#### General Course Information and Notes

#### VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/

#### GENERAL INFORMATION

Course Number: 0106320

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: AICE ART&DES GD AS Course Length: Year (Y) Course Attributes: • Advanced International Certificate of Education (AICE) Course Level: 3

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12) Art Education (Secondary Grades 7-12)

### Cambridge AICE Art and Design - Graphic Design AS Level (#0106320) 2022 - And Beyond

#### General Course Information and Notes

#### VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/

Course Number: 0106320

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: AICE ART&DES GD AS Course Length: Year (Y) Course Attributes: • Advanced International Certificate of Education (AICE) Course Level: 3

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12) Art Education (Secondary Grades 7-12)

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.q., two-, three-, and four-dimensional media, motion or multi-media
VA 012 C 2 1.	Examine and ravise artwork throughout the art making process to refine work and achieve artistic objective
VA.912.C.2.1.	Process and apply constructive criticism as formative assessment for continued growth in art making skills
VA.912.0.2.3.	Is descriptive terms and varied approaches in art analysis to explain the meaning or nurnose of an artwork
VA 010 0 0 1	
VA.912.C.3.1:	CIARTIFICATIONS:
	e.g., rour-step method of art citicism, visual-trimking skins, destricte scanning
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuainty, reliability, diligence, positive work etnic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	e.g., drawing, sculpting, digital multi-media
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA 012 C 2 1.	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.5.3.1:	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 012 5 2 2.	process.
VA.912.3.3.3.	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 C 2 4.	art.
VA.912.5.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to
	special cases or exceptions defined in the text.
	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical
LAF5.910.K51.2.4:	context relevant to grades 9–10 texts and topics.
	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.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LAFS 010 SL 1 1.	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
ERI 3.710.3E.1.1.	aiternate views), clear goals and deadlines, and individual roles as needed.

<ul> <li>c. Proper conversations by posing and responding to questions that relate the current discussion to broader themes or large incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>	ger ideas; actively , qualify or justify their
LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluatina ccuracy of each source.	ng the credibility and
LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exagg evidence.	gerated or distorted
LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line or organization, development, substance, and style are appropriate to purpose, audience, and task.	of reasoning and the
LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	l audience.
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess           LAFS.910.WHST.3.8:         source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoid following a standard format for citation.	the usefulness of each ding plagiarism and
MAFS.K12.MP.6.1:       Use appropriate tools strategically.         MAFS.K12.MP.6.1:       Use appropriate tools strategically.         MAFS.K12.MP.6.1:       Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might incluic concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dyna Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about whe might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve proble technological tools to explore and deepen their understanding of concepts.         Standard Relation to Course: Supporting         MAFS.K12.MP.6.1:         MAFS.K12.MP.6.1:         Mathematical proficient students try to communicate precisely to others. They try to use clear definitions in discussion with reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate acce express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades	Ide pencil and paper, amic geometry software. hen each of these tools school students analyze stimation and other results of varying levels are able to identify lems. They are able to use h others and in their own y. They are careful about urately and efficiently, nts give carefully explicit use of definitions.
Standard Relation to Course: supporting	
Look for and make use of structure.         Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive propert + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift persicomplicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For examiner y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real in Standard Relation to Course: Supporting	that three and seven the shapes have. Later, ty. In the expression $x^2$ a geometric figure and pective. They can see ple, they can see 5 – 3(x numbers x and y.
ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.	

#### VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0107410

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: FILM 1 Course Length: Year (Y) Course Level: 2

#### Educator Certifications

Art (Elementary and Secondary Grades K-12) Drama (Grades 6-12)

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.4:	Use technological tools to create art with varving effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA 912 F 3 6 <sup>.</sup>	Identify ethical ways to use appropriation in personal works of art
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	e.g., drawing, sculpting, digital multi-media
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA 012 S 2 1.	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.3.3.1.	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 912 S 3 3·	process.
VA.712.0.0.0.	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	art.
	Clarifications:
	e.g., plagiarism, appropriation from the internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Using and support each other when attempting a new method or approximation.</li> </ul>
MA.K12.MTR.1.1:	neip and support each other when attempting a new method or approach.
	Clarifications:
	eachers who encourage students to participate actively in effortful learning both individually and with others:     eultivate a community of drowth mindset learners
I	- Currente a community of growin minuser rearrens.

	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1: MA.K12.MTR.3.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations. Complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
MA.K12.MTR.4.1:	<ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence. Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul></li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions:

	<ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0107410

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: FILM 1 Course Length: Year (Y) Course Level: 2

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12) Drama (Grades 6-12)

### Film 2 (#0107420) 2015 - 2022 (current)

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
	Access the works of others, using established or derived criteria, to support conclusions and judgments about articlic progress
VA.912.0.2.2.	Assess the works of others, using established of derived citteria, to support conclusions and judgments about a listic progress.
VA.912.C.2.3.	Access the challenges and automos accessibled with the media used in a variaty of ane's own works
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.0.3.2.	Develop and apply citeria to determine now aestrictic works are anglied with a personal demittion of lart.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate nexibility and adaptability throughout the innovation process to rocus and re-rocus on an idea, deliberately delaying closure to promote creative risk taking
VA 012 E 1 1.	Use technological tools to create art with varving effects and outcomes
VA.912.1.1.4.	Create a digital or time based presentation to analyze and compare artists, artworks, and concents in historical context
VA 012 F 2 8	Describe community resources to preserve, restore, exhibit, and view works of art
VA.712.1.2.0.	Evamine the rationale for using procedural analytical and divergent thinking to achieve visual literacy
VA.912.F.3.2:	Clarifications:
	e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications:
	e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA 912 H 1 5	Investigate the use of technology and media design to reflect creative trends in visual culture
VA 912 H 1 9	Describe the significance of major artists, architects, or masterworks to understand their historical influences
VA 912 H 2 2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues
VA 012 U 2 2.	
VA.912.H.3.2:	Clarifications:
	e.g., racis, ideas, solutions, brainstorning, neid testing
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.7:	Clarifications:
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
	Use information recourses to double concepts representing diversity and effectiveness for using selected modio and techniques in a skatableak or
VA.912.S.2.4:	iournal
	Incorporate skills, concepts, and media to create images from ideation to resolution
VA 010 C 0 /	
VA.912.5.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 5 2 4.	art.
VA. 712.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop skill in skatching and mark making to plan, avagute, and construct two dimensional images or three dimensional models
VA.912.S.3.10:	
	Clarifications:
	e.g., drawnig: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
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.
LAFS.910.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	Standard Relation to Course: Supporting English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0107420

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: FILM 2 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12) Drama (Grades 6-12)

### Film 2 (#0107420) 2022 - And Beyond

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications
	e a two, three, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
	creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.2:	Clarifications:
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications:
	e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA 912 H 3 2·	Clarifications
VA.712.11.3.2.	e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.1.2:	Use and detend the choice of creative and technical skills to produce artworks.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn now technology has altered opportunities for innovative responses and results.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.7:	Clarifications:
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
	Use information recourses to develop appearts representing diversity and effectiveness for using selected media and techniques in a elected head, or
VA.912.S.2.4:	use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook of journal
	Journal.
VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications
	e a sewing machine pottery wheel kill technology printing press hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912 S 3 12	Clarifications:

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>

	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1: MA.K12.MTR.7.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:
	<ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	7 12 Students continue with previous skins and should be aware or existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1: ELA.K12.EE.4.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts
	English language learners communicate for social and instructional numbers within the school setting
LLD.IX12.LLL.JI.I.	English language rearriers communicate for social and instructional purposes within the sendor setting.
## VERSION DESCRIPTION

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## GENERAL NOTES

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION	
Course Number: 0107420	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: FILM 2
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Core Academic Course	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

## **Educator Certifications**

# Film 3 Honors (#0107430) 2015 - 2022 (current)

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.8:	Clarifications: e.g., patronage, authority, iconography, gender, semiotics, deconstruction
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process
VA.912.3.1.5.	e a snanshot vs. photograph, drawing vs. digital mark-making
	e.g., snapsnot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	
	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
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VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.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 11–12 texts and topics.
LAFS.1112.SL.1.1:	<ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	Standard Relation to Course: Supporting English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations in video formats. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design and produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process,

students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0107430

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: FILM 3 HON Course Length: Year (Y) Course Attributes: • Honors Course Level: 3

## **Educator Certifications**

Art (Elementary and Secondary Grades K-12)	
Drama (Grades 6-12)	

# Film 3 Honors (#0107430) 2022 - And Beyond

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.8:	Clarifications: e.g., patronage, authority, iconography, gender, semiotics, deconstruction
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.5:	Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
V/A 012 S 2 2.	Demonstrate visual thinking skills to process the shallonges and execution of a creative endequer
VA.912.3.2.3.	Demonstrate visual-trinking skins to process the challenges and execution of a creative endeavor.
VA.912.5.3.2:	Demonstrate a balance between spontaneny and purpose to produce complex works of art with conviction and disciplined charsmanship. Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA 912 S 2 11.	Store and maintain equipment, materials, and artworks properly in the art studio to prevent demage and/or cross contamination
Vrl. 712.3.3.11.	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students for students to use manipulatives when investigating concepts.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems.

	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
	• Estimate to discover possible solutions.
	Use benchmark quantities to determine if a solution makes sense.
	Check calculations when solving problems.     Verify possible solutions by explaining the methods used
MA.K12.MTR.6.1:	<ul> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:
	Teachers who encourage students to assess the reasonableness of solutions:
	<ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask "Does this solution make sense? How do you know?"</li> </ul>
	<ul> <li>Reinforce that students check their work as they progress within and after a task.</li> </ul>
	Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	Connect mathematical concepts to everyday experiences.
	Use models and methods to understand, represent and solve problems.
MA K12 MTD 7 1.	Perform investigations to gather data or determine if a method is appropriate.     Redesign models and methods to improve accuracy or efficiency.
1903.1X 12.19111X.7.1.	Teachers who encourage students to apply mathematics to real-world contexts:
	Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
	Challenge students to question the accuracy of their models and methods.
	<ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications:
	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details
	from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
	In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade level complex texts proficiently
FLA K12 FF 2 1.	Clarifications:
	See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
	Clarifications:
ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and
	beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
	Clarifications:
	In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because ." The
ELA.K12.EE.4.1:	collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Lies the accented rules governing a specific format to create guality work
	Clarifications:
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they
	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to
	Use appropriate voice and tone when speaking or writing
	Clarifications:
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends
	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations in video formats. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design and produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Path: Section: Grades PreK to 12 Education

## GENERAL INFORMATION

Course Number: 0107420	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0107430	Education Courses > <b>Subject</b> : Art - Visual Arts >
	SubSubject: Photography >
	Abbreviated Title: FILM 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	

## Educator Certifications

Graduation Requirement: Performing/Fine Arts

rt (Elementary and Secondary Grades K-12)	
rama (Grades 6-12)	

# Visual Technology 1 (#0107440) 2015 - 2022 (current)

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA 912 C 2 1·	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective
VA 912 C 2 3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills
VA.712.0.2.3.	Lise descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork
VA 012 C 2 1.	
VA.912.0.3.1.	e a four-step method of art criticism, visual-thinking skills, aesthetic scapning
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.1.2.1.	Examine career opportunities in the visual arts to determine requisite skins, quaincations, suppy-and-demand, marker location, and potential earnings.
	Ola-Bastiana
VA.912.F.3.4:	clarifications:
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.Π.2.1.	Identify transitions in all media, technique, and rocus to explain now technology has changed all throughout history.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, hoonacci sequence, solden Mean, measurement, pica, inches, points
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.5.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
	al WOIKS.
	review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process
VA.912.S.3.3:	Clarifications
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels; glazes, chemicals, etching solutions
	Demonstrate personal reconneibility othics, and integrity including reconst for intellectual property, when accessing information and creating works of
	art
VA.912.S.3.4:	
	e.g., plagiarism, appropriation from the Internet and other sources
VA 012 6 2 11.	Stars and maintain squinmant materials and actuarily preparity in the art studie to provent demons and/or areas contamination
VA.912.5.3.11:	Store and maintain equipment, materials, and artworks property in the ait studio to prevent damage and/or cross-contamination.
	bevelop competence and dextenty, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking. relief print, ceramics, wheer-throwing, drawing, charcoar, painting, watercolor, technology, layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to
	special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	context relevant to grades 9–10 texts and tonics
	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.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
LAFS.910.SL.1.1:	alternate views), clear goals and deadlines, and individual roles as needed.

	<ul><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li><li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li></ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own
MAFS.K12.MP.6.1:	reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. <b>Standard Relation to Course: Supporting</b>
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## GENERAL NOTES

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0107440

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: VISUAL TECH 1 Course Length: Year (Y) Course Level: 2

## Educator Certifications

# Visual Technology 1 (#0107440) 2022 - And Beyond

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA 912 F 1 4.	Use technological tools to create art with varying effects and outcomes
VA 912 F 1 5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context
VA 912 F 2 1	Examine career opportunities in the visual arts to determine requisite skills, gualifications, supply-and-demand, market location, and potential earnings
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA 012 F 3 4.	Clarifications
VA.912.F.3.4.	e a punctuality reliability diligence positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.Π.2.1.	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, ribonacci sequence, Golden mean, measurement, pica, inches, points
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	e.g., drawing, sculpting, digital multi-media
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA 912 S 3 1.	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.712.3.3.1.	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 912 S 3 3	process.
	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 912 S 3 A.	art.
VA. 712.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	Stay engaged and maintain a positive mindset when working to solve tasks.
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.

	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide students for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations loads and heve different purposes and can be useful in different situations. Complete tasks with mathematical fluency: Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Provide students with the flexibility to solve problems by s</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve enclentity and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions:

	<ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: State Board Approved

Graduation Requirement: Performing/Fine Arts

Course Number: 0107440

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: VISUAL TECH 1 Course Length: Year (Y) Course Level: 2

## **Educator Certifications**

# Visual Technology 2 (#0107450) 2015 - 2022 (current)

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA 012 C 1 /.	
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-unnersional media, motion of multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
	creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.2:	Clarifications:
	e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications:
VA.912.F.3.10:	e.g., exhibition guidelines, environmental concerns, required information, digital application
V/A 012 H 1 2·	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues
VA 912 H 1 5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA 912 H 1 9	Describe the significance of major artists, architects, or masterworks to understand their historical influences
VA.912.11.1.7.	Analyze the canacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects
VA.712.11.2.2.	Analyze the capacity of the visual and to be an associate for the develop creative solutions for real life issues
VA.912.H.3.2:	Clarifications:
VA 012 0 1 0	e.g., racis, ideas, solutions, brainstorming, neid testing
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.712.3.1.1.	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.7:	Clarifications:
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
VA.912.S.2.4:	journal.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA 912 S 2 6.	
VA. 712.3.2.0.	e.g., structural elements of art, organizational principles of design, breadth
	art
VA.912.S.3.4:	
	Clarifications:
	e.g., pragramsm, appropriation from the internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA 012 5 2 11.	Store and maintain equipment materials, and artworks preparly in the art studie to prevent demage and/as areas contamination
VA.712.5.3.11:	Store and maintain equipment, materials, and an works property in the art studio to prevent damage and/or cross-contamination.
	beverop competence and dextently, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
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.
	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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LAFS.910.SL.1.1:	<ul> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> </ul>
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	Standard Relation to Course: Supporting English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. As they become more adept at using the tools and techniques available to them, students design animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0107450

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: VISUAL TECH 2 Course Length: Year (Y) Course Level: 2

## Educator Certifications

# Visual Technology 2 (#0107450) 2022 - And Beyond

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA 012 C 1 6	Clarifications
VA.912.C.1.6:	e a two, three, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
	creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.2:	Clarifications: e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications:
	e.g., exhibition guideines, environmental concerns, required information, digital application
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Manipulate lighting effects, using various media to create desired results.
VA 912 S 1 7·	Clarifications
VA. 712.3.1.7.	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
VA.712.3.1.0.	e.g., drawing subtleties, watercolor painting techniques
VA 012 5 2 4·	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
VA.912.3.2.4.	journal.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications
	a a plagiarism appropriation from the Internet and other sources
	e.g., plagiansin, appropriation norm the internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA 012 5 2 11.	Store and maintain equipment, materials, and arturative property in the articulate provent demage and/or process contemination
VA.912.5.3.11:	Store and maintain equipment, materials, and artworks property in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dextenty, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	<ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Eachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>

	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:
	<ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts
ELD.K12.FLL.SL 1	English language learners communicate for social and instructional purposes within the school setting

## VERSION DESCRIPTION

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. As they become more adept at using the tools and techniques available to them, students design animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION	
Course Number: 0107450	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: VISUAL TECH 2
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Core Academic Course	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

## **Educator Certifications**

# Visual Technology 3 Honors (#0107460) 2015 - 2022 (current)

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.8:	Clarifications: e.g., patronage, authority, iconography, gender, semiotics, deconstruction
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications:
	e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Interpret and reflect on cultural and historical events to create art.
VA 912 S 1 3·	Clarifications
VA.912.S.1.3:	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
	Compare the eacthetic impact of impace created with different modia to evaluate advantages or disadvantages within the art process
	compare the aesthetic impact of images created with different media to evaluate advantages of disadvantages within the art process.
VA.912.S.1.5:	Clarifications:
	e.g., snapsnot vs. photograph, drawing vs. digital mark-making
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications:
vn. 7 12.3.3.4.	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA 912 5 2 7.	Clarifications:
	e a sewing machine pottery wheel kills technology printing press hand tools

VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.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 11–12 texts and topics.
LAFS.1112.SL.1.1:	<ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications

to design, create, and display original two-dimensional animations which may also be presented in web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0107460

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: VISUAL TECH 3 HON Course Length: Year (Y) Course Attributes: • Honors Course Level: 3

## **Educator Certifications**

# Visual Technology 3 Honors (#0107460) 2022 - And Beyond

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications:
VA.712.1.3.1.	e.g., presentation software, video, sound, open-access collaborative web applications
	Use appropriately cited sources to document research and present information on visual culture.
VA 912 E 3 5.	Clarifications
VA. /12.1.3.3.	e.g., visual, digital, and textual information
	Identific athied were appreciation in percend works of art
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Demonstrate preficiency in greating individual and eccuential images, entration, or medic in maties with cound to color device and eccuential images.
VA.912.F.3.11:	Demonstrate proliciency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12.	be digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.712.11.1.5.	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and numpers of art
VA.912.H.1.8:	e.g., patronage, authority, iconography, gender, semiotics, deconstruction
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications:
VA.912.H.2.3:	e.g., statuary
VA 912 H 3 1·	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis
VA 912 0 1 4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results
VA 912 0 1 5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of denth and form
VA 912 0 2 3	Investigate an idea in a coherent and focused manner to provide context in the visual arts
VA 912 0 2 4	Concentrate on a particular style, theme, concent, or personal opinion to develop artwork for a portfolio, display, or exhibition
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Interpret and reflect on cultural and historical events to create art.
VA 012 5 1 2.	Clarifications
VA.912.S.1.3:	e a texts visual media. Internet museums Florida history. Holocaust African American history.
	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.5:	Clarifications:
	e.g., snapshot vs. photograph, drawing vs. digital mark-making
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA 912 S 3 5:	Create multiple works that demonstrate thorough exploration of subject matter and themes
VA 912 S 3 6	Develop works with prominent personal vision revealed through mastery of art tasks and tools
	Use and maintain tools and equipment to facilitate the creative process
VA 012 C 2 7.	Clarifications:
VA.912.5.3.7:	e a sewing machine pottery wheel kilp technology printing press hand tools

VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.5.3.12:	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' effort when solving challenging problems.</li> </ul> </li> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul> </li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

	<ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions.
	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.   <ul> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> </ul>
	<ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, and display original two-dimensional animations which may also be presented in web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION	
Course Number: 0107460	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography >
Number of Credits: One (1) credit	Abbreviated Title: VISUAL TECH 3 HON Course Length: Year (Y) Course Attributes: • Honors
Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9 10 11 12	Course Level: 3

## **Educator Certifications**

Art (Elementary and Secondary Grades K-12) Drama (Grades 6-12)

Graduation Requirement: Performing/Fine Arts

# International Baccalaureate Film Studies 1 (#0107470) 2014 - 2022 (current)

## General Course Information and Notes

## GENERAL NOTES

The curriculum description for this IB course is provided at: http://www.ibo.org/en/programmes/

## GENERAL INFORMATION

Course Number: 0107470

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: IB FILM STUDIES 1 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

## **Educator Certifications**

# International Baccalaureate Film Studies 1 (#0107470) 2022 - And Beyond

## General Course Information and Notes

## GENERAL NOTES

The curriculum description for this IB course is provided at: http://www.ibo.org/en/programmes/

## GENERAL INFORMATION

Course Number: 0107470

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: IB FILM STUDIES 1 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

## **Educator Certifications**

# International Baccalaureate Film Studies 2 (#0107472) 2014 - And Beyond (current)

## General Course Information and Notes

## GENERAL NOTES

The curriculum description for this IB course is provided at: http://www.ibo.org/en/programmes/

## GENERAL INFORMATION

Course Number: 0107472

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: IB FILM STUDIES 2 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

## **Educator Certifications**

# International Baccalaureate Film Studies 3 (#0107474) 2014 - And Beyond (current)

## General Course Information and Notes

## GENERAL NOTES

The curriculum description for this IB course is provided at: http://www.ibo.org/en/programmes/

## GENERAL INFORMATION

Course Number: 0107474

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: IB FILM STUDIES 3 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

## **Educator Certifications**

# Cambridge AICE Art and Design - Film & Video AS Level (#0107480) 2014 - 2022 (current)

## General Course Information and Notes

## VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/.

Course Number: 0107480

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: AICE ART&DES F&V AS Course Length: Year (Y) Course Attributes: Advanced International Certificate of Education (AICE) Course Level: 3

## **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

## Cambridge AICE Art and Design - Film & Video AS Level (#0107480) 2022 - And Beyond

## General Course Information and Notes

## VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/.

Course Number: 0107480

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: AICE ART&DES F&V AS Course Length: Year (Y) Course Attributes: Advanced International Certificate of Education (AICE) Course Level: 3

## **Educator Certifications**

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

# Creative Photography 1 (#0108310) 2015 - 2022 (current)

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
VA.912.F.1.3:	creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications:
	e.g., exhibition guidelines, environmental concerns, required information, digital application
	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups,
VA.912.H.1.4:	cultures, events, and/or traditions they reflect.
	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.8:	Clarifications:
	e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA 012 0 1 1.	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	e.g., drawing, sculpting, digital multi-media
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA.912.S.3.3:	
	Clarifications:
	e.g., electric drill, calving and cutting tools, paper cutter, kill, material safety Data sheets (MSDS) labels. glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	
	Clarifications:
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
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
	Lonitext relevant to grades 9-10 texts and topics.
1	minate and participate enectively in a range or conaborative discussions (one-on-one, in groups, and teacher-red) with diverse partners on grades 9–10
LAFS.910.SL.1.1:	<ul> <li>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	Standard Relation to Course: Supporting English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0108310

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: CREATIVE PHOTO 1 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Creative Photography 1 (#0108310) 2022 - And Beyond

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA 012 C 2 1.	Clarifications
VA.912.0.3.1.	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
	Make compositions between timelines in other content areas and timelines in the viewal arts
VA.912.0.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.3:	creative risk-taking
VA 912 F 1 /·	Use technological tools to create art with varving effects and outcomes
VA 912 F 2 1	Evamine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings
VA.712.1.2.1.	Examine career opportunities in the visual arts to determine requisite skins, quaincations, supply-and-demand, marker location, and potential earnings.
	ronow directions and use effective inne-management skins to complete the art-making process and show development of 2 ist-century skins.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications:
	e.g., exhibition guidelines, environmental concerns, required information, digital application
VA 012 H 1 4·	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups,
VA.712.11.1.4.	cultures, events, and/or traditions they reflect.
	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.8:	Clarifications:
	e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	e.g., drawing, sculpting, digital multi-media
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA 010 C 0 1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.5.3.1:	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
	process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process
VA.912.S.3.7:	
	e a sewing machine pottery wheel kiln technology printing press hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	mathematicians who participate in effortful learning both individually and with others:
	<ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ack questions that will halp with solving the task.</li> </ul>
	<ul> <li>Ask questions that will help with solving the task.</li> <li>Puild personaranee by medifying methods as peeded while solving a shellenging task.</li> </ul>
	<ul> <li>Dana perseverance by mounying memous as needed while solving a challenging task.</li> <li>Stay angaged and maintain a positive mindest when working to solve tacks.</li> </ul>
1	<ul> <li>stay engaged and maintain a positive minuset when working to solve tasks.</li> </ul>

	Help and support each other when attempting a new method or approach.
MA.K12.M1R.1.1:	Clarifications:
	<ul> <li>Cultivate a community of growth mindset learners.</li> </ul>
	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to apply a pad problem solve.</li> </ul>
	<ul> <li>Bevelop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	Progress from modeling problems with objects and drawings to using algorithms and equations.
MA.K12.MTR.2.1:	<ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	Clarifications:
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>
	Guide students from concrete to pictorial to abstract representations as understanding progresses.
	Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
	Select efficient and appropriate methods for solving problems within the given context.
	<ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence</li> </ul>
	<ul> <li>Adapt procedures to apply them to a new context.</li> </ul>
MA.K12.M1R.3.1:	Use feedback to improve efficiency when performing calculations.
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:
	Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
	<ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively.
	<ul> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>
	Recognize errors and suggest how to correctly solve the task.
MA.K12.MTR.4.1:	<ul> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	Clarifications:
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	<ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>
	• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
	Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
	Focus on relevant details within a problem.
	Create plans and procedures to logically order events, steps or ideas to solve problems.
	<ul> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts</li> </ul>
	<ul> <li>Look for similarities among problems.</li> </ul>
	Connect solutions of problems to more complicated large-scale situations.
	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
	Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
	<ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>
	<ul> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
	Estimate to discover possible solutions
	Use benchmark quantities to determine if a solution makes sense.
	Check calculations when solving problems.

M4 K12 MTR 6 1	<ul> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts: <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.  Clarifications:  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.         Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

### VERSION DESCRIPTION

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation,

compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0108310

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: CREATIVE PHOTO 1 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Creative Photography 2 (#0108320) 2015 - 2022 (current)

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
	Analyze how visual information is developed in specific media to create a recorded visual image.
VA.912.C.1.5:	Clarifications:
	e.g., four-dimensional media, motion or multi-media
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications:
	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale o
	aesthetic or utilitarian objects.
VA.912.F.2.2:	Clarifications:
	e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and
	Interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications:
	e.g., presentation software, video, sound, open-access collaborative web applications
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications:
	e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA 012 0 1 1.	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1.	visual coherence.
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
	compare the aesthetic impact of images created with different media to evaluate advantages of disadvantages within the art process.
VA.912.S.1.5:	Clarifications:
	e.g., snapsnot vs. protograph, drawing vs. digital mark-making
	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.7:	Clarifications:
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
	juurial. Paviaw discuss and demonstrate the proper applications and safety procedures for bazardaus chemicals and equipment during the art making
	review, uscuss, and demonstrate the proper applications and safety procedures for nazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal recomposibility othics and integrity including recordst for intellectual preparity when accessing information of events
	art

VA.912.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
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.
LAFS.910.SL.1.1:	<ul> <li>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</li> <li>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b> <b>Attend to precision.</b>
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	Standard Relation to Course: Supporting English language learners communicate for social and instructional purposes within the school setting.

### VERSION DESCRIPTION

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing

with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, handtinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: CREATIVE PHOTO 2 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

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Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Creative Photography 2 (#0108320) 2022 - And Beyond

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
	Analyze how visual information is developed in specific media to create a recorded visual image.
VA.912.C.1.5:	Clarifications:
	e.g., four-dimensional media, motion or multi-media
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications:
	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale o
	aesthetic or utilitarian objects.
VA.912.F.2.2:	Clarifications:
	e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
	Describe community recourses to preserve, restare, subject, and view works of art
VA.912.F.2.0.	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns
	Ose technology applications and art skins to promote social and cutidral awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	e a presentation software video sound open-access collaborative web applications
VA.912.F.3.5:	Clarifications:
	Apply rules of convention to create purposerul design.
VA.912.F.3.10:	Clarifications:
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.712.11.2.1.	Use materials ideas and/or equipment related to other content areas to generate ideas and processes for the creation of works of art
VA 012 H 2 3·	
VA.712.11.3.3.	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement; pica, inches, points
	Lise the structural elements of art and the ergenizational principles of design in works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence.
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.5:	Clarifications:
	e.g., snapshot vs. photograph, drawing vs. digital mark-making
	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.7:	Clarifications:
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
	journal.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process
VA.912.S.3.3:	Clarifications
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels; glazes, chemicals, etching solutions
	Demonstrate personal reconscibility othics, and integrity including respect for intellectual preparty, when seessaling information and events
	art.

VA.912.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11: MA.K12.MTR.1.1:	<ul> <li>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</li> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> </ul>
MIA.N.12.WITN.1.1.	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to each apply the performing calculation approach the allows there to each a officiently and accurately and with the flexibility and accurately accurately and accurately and accurately accurately and accurately a
MA.K12.MTR.4.1:	<ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         Have students estimate or predict solutions prior to solving.         Prompt students to continually ask, "Does this solution make sense? How do you know?"         Reinforce that students check their work as they progress within and after a task.         Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> </ul>
MA.K12.MTR.7.1:	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.KIZ.EE.Z.I:	See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.
	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

#### English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

#### VERSION DESCRIPTION

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 0108320

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: CREATIVE PHOTO 2 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Creative Photography 3 Honors (#0108330) 2015 - 2022 (current)

Name	Description
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.7:	Clarifications:
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
	process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 S 3 <i>I</i> ·	art.
VA.712.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
Ι ΔES 1112 RH 1 1·	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding
54 5.1112.141.1.1.	of the text as a whole.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–
	12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	a. Come to discussions prepared, naving read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic of issue to stimulate a moughtur, well-reasoned exchange of ideas.
	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as
	c. Propel conversations by posing and responding to questions that probe reasoning and evidence: ensure a bearing for a full range of positions on a
	topic or issue: clarify verify or challenge ideas and conclusions; and promote divergent and creative persectives
	d. Respond thoughtfully to diverse perspectives: synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions
	when possible, and determine what additional information or research is required to deepen the investigation or complete the task
	and possible, and determine and additional memory of research is required to depen the investigation of complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed
	decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
	Present information findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning
1	reserve and userve the personal supporting evidence, conveying a clear and distinct perspective, such that insteners can follow the lifte of reasoning,

LAFS.1112.SL.2.4:	alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0109220	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0108330	Education Courses > <b>Subject</b> : Art - Visual Arts >
	SubSubject: Photography >
	Abbreviated Title: CREATIVE PHOTO 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	

#### **Educator Certifications**

Graduation Requirement: Performing/Fine Arts

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Creative Photography 3 Honors (#0108330) 2022 - And Beyond

Name	Description
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications:
	e.g., statuary
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, ribonacci sequence, Golden mean, measurement: pica, inches, points
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.7:	Clarifications:
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
	process.
VA.912.5.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA 912 S 3 7.	Clarifications
VA. 712.3.3.7.	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA 012 C 2 11.	Chara and maintain aquinment, materials, and artually preparty in the art studie to provent demose and/or areas contamination
VA.912.5.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
MA.K12.MTR.1.1:	Analyze the problem in a way that makes sense given the task
	Ask questions that will belo with solving the task
	Build perseverance by modifying methods as needed while solving a challenging task
	<ul> <li>Stave proceed and maintain a positive mindset when working to solve tasks</li> </ul>
	Help and support each other when attempting a new method or approach.
	CIARTIFICATIONS:
	Cultivate a community of growth mindset learners
	Foster perseverance in students by choosing tasks that are challenging
	<ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>
	<ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways.
	mathematicans who achieves and examining by representing problems in mattiple ways.
	Build understanding through modeling and using manipulatives.
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>

MA.K12.MTR.2.1:	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.

	<ul> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create guality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures,

and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION	
Course Number: 0108330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography >
	Abbreviated Title: CREATIVE PHOTO 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Cambridge Pre-AICE Photography, Digital and Lens Media IGCSE Level (#0108355) 2014 - And Beyond (current)

### General Course Information and Notes

#### VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION	
	Course Path: Section: Grades PreK to 12 Education
Course Number: 0108355	Courses > Grade Group: Grades 9 to 12 and Adult
	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Photography >
	Abbreviated Title: PRE-AICE PHOTO IGCSE
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Advanced International Certificate of Education
	(AICE)
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Graduation Requirement: Performing/Fine Arts	

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Cambridge AICE Art and Design - Photography AS Level (#0108360) 2014 - 2022 (current)

# General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/

Course Number: 0108360

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: AICE ART&DESPHOTO AS Course Length: Year (Y) Course Attributes: Advanced International Certificate of Education (AICE) Course Level: 3

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12)

# Cambridge AICE Art and Design - Photography AS Level (#0108360) 2022 - And Beyond

### General Course Information and Notes

#### VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/

GENERAL	<b>INFORMATION</b>
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Course Number: 0108360

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography > Abbreviated Title: AICE ART&DESPHOTO AS Course Length: Year (Y) Course Attributes: Advanced International Certificate of Education (AICE) Course Level: 3

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12)

# Digital Art Imaging 1 (#0108370) 2015 - 2022 (current)

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA 912 C 2 1·	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective
VA 912 C 2 3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills
VA. 712.0.2.3.	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork
VA 012 C 2 1.	
VA.912.0.3.1.	e a four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.712.1.2.1.	Examine calleer opportunities in the visual arts to determine requisite skins, quaincations, supply-and-demand, market location, and potential earnings.
	Plostereture
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and rocus to explain now technology has changed art throughout history.
	use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.5.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications:
	e.g., drawing, scupting, digital multi-media
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for nazardous chemicals and equipment during the art-making
VA.912.S.3.3:	
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA.912.S.3.4:	
	Clarifications:
	e.g., pragramsm, appropriation nom the internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to
	special cases or exceptions defined in the text.
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.
	tonics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
	a. Come to discussions prepared, having read and researched material under study: explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
LAFS.910.SL.1.1:	alternate views), clear goals and deadlines, and individual roles as needed.

	<ul><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li><li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li></ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0108370

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: DIGITAL ART IMG 1 Course Length: Year (Y) Course Level: 2

#### Educator Certifications

Art (Elementary and Secondary Grades K-12)

# Digital Art Imaging 1 (#0108370) 2022 - And Beyond

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA 912 C 2 1·	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective
VA 912 C 2 3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills
VA. 712.0.2.3.	Use descriptive terms and varied approaches in art analysis to evolain the meaning or nurnose of an artwork
VA 012 C 2 1.	
VA.912.0.3.1.	e a four-step method of art criticism, visual-thinking skills, aesthetic scapning
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
	Describe processes and techniques used to record visual imagery.
VA 912 S 1 6	Clarifications:
	e.g., drawing, sculpting, digital multi-media
	Use technology to simulate art-making processes and techniques
VA.912.5.1.8:	Clarifications:
	e.g., drawing subtreties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for nazardous chemicals and equipment during the art-making
VA.912.S.3.3:	
	Clarifications:
	e.g., electric drill, calving and cutting tools, paper cutter, killi, material safety bata sheets (msbs) labels. glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 912 S 3 4	art.
	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task.
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	
	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others
	Cultivate a community of growth mindset learners
	- cantrate a community of growth minuser rearriers.

	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1: MA.K12.MTR.3.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students make connecte to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations. Complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
MA.K12.MTR.4.1:	<ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence. Elarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul></li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions:

	<ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Number: 0108370

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: DIGITAL ART IMG 1 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12)

# Digital Art Imaging 2 (#0108380) 2015 - 2022 (current)

Name	Description
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e a two, three, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
	creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.2:	Clarifications:
	e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Apply rules of convention to create purposeful design.
VA.912.F.3.10:	Clarifications:
	e.g., exhibition guidelines, environmental concerns, required information, digital application
	Analyze the various functions of audience atiquette to formulate quidelines for conduct in different art venues
VA.912.11.1.2.	Analyze the various functions of addience enqueries to rolling equipments for conduct in dimension of technology and media design to reflect creative trands in visual culture.
VA.912.11.1.5.	Describe the significance of major artists, architects, or masterwarks to understand their historical influences
VA.912.H.1.9.	Describe the significance of major artists, architects, of master works to understand their mistorical influences.
VA.912.11.2.2.	Analyze the capacity of the visual arts to fulfill accurate needs through a twork and utilitatian objects.
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.7:	Clarifications:
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
	Use technology to simulate art-making processes and techniques.
VA 912 S 1 8 <sup>.</sup>	Clarifications
	e.g., drawing subtleties, watercolor painting techniques
	Use information recourses to develop concepts representing diversity and effectiveness for using calested media and techniques is a cleated healy or
VA.912.S.2.4:	use information resources to develop concepts representing diversity and enectiveness for using selected media and techniques in a sketchbook of
	Journal.
VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 5 2 4.	art.
VA.712.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA 912 S 3 7·	Clarifications
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop drill in electohing and mark making to plan, even the and construct two dimensional images or three dimensional models
VA.912.S.3.10:	Develop skiir in skelching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
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.
LAFS.910.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Attend to precision.         Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.         Standard Relation to Course: Supporting         Look for and make use of structure.         Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven
MAFS.K12.MP.7.1: ELD.K12.ELL.SI.1:	more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Standard Relation to Course: Supporting English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course	Number	0108380
course	number.	0100300

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: DIGITAL ART IMG 2 Course Length: Year (Y) Course Level: 2

#### Educator Certifications

Art (Elementary and Secondary Grades K-12)

# Digital Art Imaging 2 (#0108380) 2022 - And Beyond

Name	Description
	Identify rationale for aesthetic choices in recording visual media
VA.912.C.1.6:	
	Clarifications:
	e.g., two-, three-, and rout-dimensional media, motion of multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
	creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
VA.912.F.3.2:	Clarifications:
	e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Apply rules of convention to create purposeful design.
VA 012 E 2 10.	
VA.912.1.3.10.	e a exhibition auidelines environmental concerns required information, digital application
	c.g., exhibition guideimes, environmental concerns, required information, digital application
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Manipulate lighting effects, using various media to create desired results.
VA 912 S 1 7	Clarifications:
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
VA 012 5 2 A.	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
VA.712.3.2.4.	journal.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications
	e.g. planiarism appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA 012 S 2 11.	Store and maintain equipment, materials, and artworks properly in the art studio to prevent demage and/or cross contamination
VA.712.3.3.11.	Develop competence and devterity, through practice, in the use of processor, tools, and techniques for various modia.
	ou in the
VA.912.S.3.12:	Clarifications:

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Eachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>
MA.K12.MTR.5.1:	<ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>

MA 212 MTD 6 1-	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
MA.K12.M1R.6.1:	Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
	Cite evidence to explain and justify reasoning.
	<ul> <li>Clarifications:</li> <li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li> </ul>
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting
#### VERSION DESCRIPTION

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION	
Course Number: 0108380	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: DIGITAL ART IMG 2
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Core Academic Course	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12)

# Digital Art Imaging 3 Honors (#0108390) 2015 - 2022 (current)

Name	Description	
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.	
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.	
VA.912.C.1.3:	P12.C.1.3: Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.	
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.	
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.	
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.	
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.	
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.	
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.	
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.	
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.	
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.	
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.	
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.	
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.	
VA.912.F.3.1:	Clarifications:	
	e.g., presentation software, video, sound, open-access collaborative web applications	
	Use appropriately cited sources to document research and present information on visual culture.	
VA.912.F.3.5:	Clarifications:	
	e.g., visual, digital, and textual information	
VA 012 E 3 6.	Identify athical ways to use appropriation in personal works of art	
VA.912.1.3.0.	Identify and apply collaborative procedures to coordinate a student or community art event	
VA.712.1.3.7.	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems	
VA 012 F 3 12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others	
VA 912 H 1 5	Investigate the use of technology and media design to reflect creative trends in visual culture	
VA.712.11.1.3.	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art	
	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and pulpose of art.	
VA.912.H.1.8:	Clarifications:	
	e.g., patronage, authonity, iconography, gender, semiotics, deconstruction	
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.	
VA.912.H.2.3:	Clarifications:	
	e.g., statuary	
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.	
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.	
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.	
VA.912.0.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.	
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.	
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.	
	Interpret and reflect on cultural and historical events to create art.	
VA.912.S.1.3:	Clarifications:	
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history	
	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process	
VA.912.5.1.5:	clarifications:	
	e.g., snapshot vs. photograph, drawing vs. digital mark-making	
	Use technology to simulate art-making processes and techniques.	
VA.912.S.1.8:	Clarifications:	
	e.g., drawing subtleties, watercolor painting techniques	
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.	
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.	
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of	
	art.	
VA.912.S.3.4:	Clarifications:	
	e.g., plagiarism, appropriation from the Internet and other sources	
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.	
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.	
	Use and maintain tools and equipment to facilitate the creative process.	
VA 012 S 2 7.	Clarifications	
vn. /12.3.3.7.	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools	

VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.			
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.			
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images			
LAFS.1112.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 11–12 texts and topics.			
LAFS.1112.SL.1.1:	<ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11– 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul> </li> </ul>			
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.			
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.			
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>			
	Attend to precision.			
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.			
	Standard Relation to Course: Supporting			
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.			
	Standard Relation to Course: Supporting			
LLU.NIZ.ELL.SI.I.	English language learners communicate for social and instructional purposes within the school setting.			

#### VERSION DESCRIPTION

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing

software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0108390

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: DIGITAL ART IMG 3 H Course Length: Year (Y) Course Attributes: • Honors Course Level: 3

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12)

# Digital Art Imaging 3 Honors (#0108390) 2022 - And Beyond

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications:
	e.g., presentation software, video, sound, open-access collaborative web applications
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
VA 912 F 3 6.	Identify ethical ways to use appropriation in personal works of art
VA 012 F 3 0	Identify and apply collaborative procedures to coordinate a student or community art event
VA.712.1.3.7.	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems
VA 912 F 3 12	Use dinital equipment and peripheral devices to record create present and/or share accurate visual images with others
VA 912 H 1 5	Investigate the use of technology and media design to reflect creative trends in visual culture
VA.712.11.1.3.	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art
	Analyze and compare works in context, considering economic, social, cartaral, and pointear issues, to define the significance and purpose of art.
VA.912.H.1.8:	Clarifications:
	e.g., patronage, authority, iconography, gender, semiotics, deconstruction
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications:
	e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA 012 S 1 5	
VA.912.3.1.3.	e a spanshot vs photograph drawing vs digital mark-making
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 5 2 4.	art.
VA.912.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.5.3.12:	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' effort when solving challenging problems.</li> </ul> </li> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul> </li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> <li>Clarifications:         <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </li> </ul>
MA.K12.MTR.3.1:	<ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

	<ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions.
MA K12 MTR 6 1-	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
MA K12.MTR 7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
IVIA. K 12. IVI 1 K. J . 1.	<ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION	
Course Number: 0108390	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts >
Number of Credite: One (1) credit	Abbreviated Title: DIGITAL ART IMG 3 H
Number of creates. One (1) create	Course Attributes: • Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9.10.11.12	

#### **Educator Certifications**

Art (Elementary and Secondary Grades K-12)

Graduation Requirement: Performing/Fine Arts

# Cambridge AICE Digital Media and Design 1 AS Level (#0108400) 2018 - And Beyond (current)

### General Course Information and Notes

#### VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/.

Course Number: 0108400

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: AICE DIG MEDIA&DES1 Course Length: Year (Y) Course Attributes: Advanced International Certificate of Education (AICE) Course Level: 3

Art Education (Secondary Grades 7-12)		
Art (Elementary and Secondary Grades K-12)		

# Cambridge AICE Digital Media and Design 2 A Level (#0108410) 2018 - And Beyond (current)

## General Course Information and Notes

#### VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-alevels/curriculum/.

Course Number: 0108410

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts > Abbreviated Title: AICE DIG MEDIA&DES2 Course Length: Year (Y) Course Attributes: Advanced International Certificate of Education (AICE) Course Level: 3

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Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# International Baccalaureate Mid Yrs Prog Graphic Arts (#0108450) 2019 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

#### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0108450	Courses > Grade Group: Grades 9 to 12 and Adult
	Education Courses > <b>Subject:</b> Art - Visual Arts >
	SubSubject: Digital Arts >
	Abbreviated Title: IB MYP GRAPHIC ARTS
Number of Credits: Half credit (.5)	Course Length: Semester (S)
	Course Attributes:
	International Baccalaureate (IB)
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	
Graphic Arts (Secondary Grades 7-12)	

# Portfolio Development: Drawing-Honors (#0109310) 2015 -

2022 (current)

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
	e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA 912 0 2 3	Investigate an idea in a coherent and focused manner to provide context in the visual arts
VA 912 0 2 4	Concentrate on a particular style, theme, concent, or personal opinion to develop artwork for a portfolio, display, or exhibition
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Use technology to simulate art-making processes and techniques.
VA 012 S 1 8·	Clarifications
VA.712.3.1.0.	e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.5.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.5.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.1112.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 11–12 texts and topics.
LAFS.1112.SL.1.1:	<ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11– 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul> </li> </ul>

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LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback,
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avaiding plaging and overselings on any one source and following a standard formation into the text selectively to maintain the flow of
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
	Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to
	Conjectures and proofs.
	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
MAFS.912.G-CO.4.13:	Standard Relation to Course: Supporting Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Mathematically proticient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting

#### VERSION DESCRIPTION

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number 0100210	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0109310	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Portfolio >
	Abbreviated Title: PORT DEV: DRAW HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

# Portfolio Development: Drawing-Honors (#0109310) 2022 -

And Beyond

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA 912 O 1 3·	Research and use the techniques and processes of various artists to create personal works
VA 012 0 2 3	Investigate an idea in a coherent and focused manner to provide context in the visual arts
VA 912 0 2 1	Concentrate on a particular style, theme, concent, or personal opinion to develop artwork for a portfolio, display, or exhibition
VA 912 0 3 2	Create a series of artworks to inform viewers about personal opinions and/or current issues
11.712.0.0.2.	Use technology to simulate art-making processes and techniques
VA.912.S.1.8:	Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications:
VA 012 5 2 5.	Create multiple works that demonstrate thereway evploration of subject matter and themes
VA.912.3.3.3.	Develop works that demonstrate morough exploration of subject matter and themes.
VA.912.3.3.0.	Lice and maintain tools and equipment to facilitate the creative process
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA 012 S 3 11.	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross contamination
VA.412.5.3.11:	<ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>

	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
MA.K12.MTR.2.1:	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>
	Choose a representation based on the given context or purpose.
	Clarifications:         Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:         • Help students make connections between concepts and representations.         • Provide opportunities for students to use manipulatives when investigating concepts.         • Guide students from concrete to pictorial to abstract representations as understanding progresses.         • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	Clarifications:         Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:         • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.         • Create opportunities for students to discuss their thinking with peers.         • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.         • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:	<ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications:
	<ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> </ul>

	Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.
	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0100210	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0109310	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Portfolio >
	Abbreviated Title: PORT DEV: DRAW HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

# Portfolio Development: Two-Dimensional Design Honors (#0109320) 2015 - 2022 (current)

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.4:	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
	Apply rules of convention to create purposeful design.
VA 012 E 2 10.	Clarifications:
VA.912.F.3.10.	e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups,
VA.912.H.1.4:	cultures, events, and/or traditions they reflect.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA 912 H 3 2·	Clarifications
VA.712.11.3.2.	e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Use technology to simulate art-making processes and techniques.
VA 912 S 1 8.	Clarifications
	e.g., drawing subtleties, watercolor painting techniques
	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
VA.912.S.2.4:	journal.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility extrins and integrity including respect for intellectual property, when accessing information and creating works of
	art
VA.912.S.3.4:	
	CIARTICATIONS:
	e.g., pragramsin, appropriation nom the internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.1112.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
LALJ. HIZ. NJ1. Z.4.	context relevant to grades 11–12 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-
	12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as
LAF5.1112.5L.1.1:	needed.
	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a
	topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most
	significant for a specific purpose and audience.
LAFS.1112.WHST.2.6:	including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
	Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic
	geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications:
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
	Standard Relation to Course: Supporting
MAFS 912 G-CO 4 13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
Wint 0.712.0 00.1.10.	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
1	Standard Relation to Course: Supporting

when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### VERSION DESCRIPTION

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Path: Section: Grades PreK to 12 Education

#### GENERAL INFORMATION

Course Number: 0100200	Courses > Grade Group: Grades 9 to 12 and Adul
Course Number: 0109320	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Portfolio >
	Abbreviated Title: PORT DEV: 2D DES HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

# Portfolio Development: Two-Dimensional Design Honors (#0109320) 2022 - And Beyond

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.4:	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills,
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
	Apply rules of convention to create purposeful design.
VA.912.F.3.10.	e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA 912 H 1 1	Analyze the impact of social ecological economic religious and/or political issues on the function or meaning of the artwork
	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups
VA.912.H.1.4:	cultures, events, and/or traditions they reflect.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA 012112.2.	
VA.912.n.3.2.	e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications:
	e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
	JOUITIAL.
	nevers
VA.912.S.3.3:	Clarifications
	e. a. electric drill, carving and cutting tools, paper cutter, kilp, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	e.g., electric drill, carving and cutting tools, paper cutter, killi, iviaterial safety bata sheets (ivisbs) labels. glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 012 5 2 A.	art.
VA. 712.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA 912 S 3 11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	Build perseverance by modifying methods as needed while solving a challenging task
	Stay engaged and maintain a positive mindset when working to solve tasks
	Help and support each other when attempting a new method or approach
MA.K12.MTR.1.1:	
	Clarifications:
	eachers who encourage students to participate actively in errortrul learning both individually and with others:
	<ul> <li>Cuttivate a community of growin minuser learners.</li> <li>Easter perseverance in students by sheesing tasks that are shellenging</li> </ul>
	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students/ shifts to produce and exclusion only.</li> </ul>
	<ul> <li>Develop students ability to analyze and problem Solve.</li> </ul>

	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
MA.K12.MTR.2.1:	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul> </li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	Clarifications:         Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:         • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.         • Support students to develop generalizations based on the similarities found among problems.         • Provide opportunities for students to create plans and procedures to solve problems.         • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?"

	<ul> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning. Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	<ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

### VERSION DESCRIPTION

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

### GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education	
Course Number: 0109320	Courses > Grade Group: Grades 9 to 12 and Adult	
Course Number: 0107320	Education Courses > Subject: Art - Visual Arts >	
	SubSubject: Portfolio >	
	Abbreviated Title: PORT DEV: 2D DES HON	
Number of Credits: One (1) credit	Course Length: Year (Y)	
	Course Attributes:	
	Honors	
Course Type: Core Academic Course	Course Level: 3	
Course Status: State Board Approved		
Grade Level(s): 9,10,11,12		
Graduation Requirement: Performing/Fine Arts		

Art Education (Secondary Grades 7-12)	٦
Art (Elementary and Secondary Grades K-12)	
Graphic Arts (Secondary Grades 7-12)	

# Portfolio Development: Three-Dimensional Design Honors (#0109330) 2015 - 2022 (current)

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design,
VA.912.H.2.0:	
	e.g., historical periods, cultures
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications:
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 912 S 3 4	art.
	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical
LAFS.1112.RST.2.4:	context relevant to grades 11–12 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–
	12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by reterring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as
LAF5.1112.5L.1.1:	needed.
	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a
	topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions
	when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed
	decisions and solve problems, evaluating the credibility and accuracy or each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point or view, reasoning, and use or evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points
	or emphasis, and tone used.
LAFS.1112.WHS1.2.4:	Produce clear and concretent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and sublingthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.
	Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b>
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and

supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult

Education Courses > Subject: Art - Visual Arts >

Abbreviated Title: PORT DEV: 3D DES HON

SubSubject: Portfolio >

Course Length: Year (Y) Course Attributes: • Honors

Course Level: 3

#### GENERAL INFORMATION

Course Number: 0109330

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

# Educator Certifications

# Portfolio Development: Three-Dimensional Design Honors (#0109330) 2022 - And Beyond

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.
VA.912.H.2.6:	Clarifications:
	e.g., historical periods, cultures
V/A 012 H 3 1·	Sunthesize knowledge and skills learned from non-art content areas to support the processes of creation interpretation, and analysis
VA.912.11.3.1.	Percent and use the techniques and processes of various artists to create percental works
VA.912.0.1.3.	Investigate an idea in a soberant and focused manner to provide context in the visual arts
VA.912.0.2.3.	Concentrate on a particular style, theme, concent, or personal epinion to develop artwork for a perticular display, or exhibition
VA.912.0.2.4.	Create a social of a particular style, theme, concept, or personal opinion to develop at work for a portrolio, display, or exhibition.
VA.912.0.3.2.	Leventing to the use of technology and other recourses to incrine art making decisions
VA.912.5.1.2:	Investigate the use of technology and other resources to inspire ant-making decisions.
VA.912.S.2.4:	journal.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 012 S 2 2·	process.
VA.912.3.3.3.	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA 912 S 3 5	Create multiple works that demonstrate thorough exploration of subject matter and themes
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA 012 5 2 7.	
VA.912.5.3.7:	ciantications:
	e.g., sewing machine, pottery wheel, kin, technology, printing press, nand tools
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives
MA 1/12 MTD 2-1.	<ul> <li>Dana sharstanaing mough mouting and using manipulatives.</li> <li>Denresent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Represent solutions to providents in maniple ways using objects, urawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Frogress nom modeling problems with objects and drawings to using digorithms and equations.     Eveness connections between concents and representations
	Chapters contractions between concepts and representations.
WA.KTZ.MTR.2.1:	<ul> <li>choose a representation based on the given context or purpose.</li> </ul>

	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. Engage in discussions that reflect on the mathematical thinking of self and others: Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes.
MA.K12.MTR.4.1:	<ul> <li>Construct possible arguments based on evidence.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	<ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1-	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
WA.KTZ.WTR.0.1:	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.   <ul> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> </ul>

	<ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<ul><li>Clarifications:</li><li>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li><li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</li></ul>
	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

### VERSION DESCRIPTION

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades Prek to 12 Education
Course Number: 0100220	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0109330	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Portfolio >
	Abbreviated Title: PORT DEV: 3D DES HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

#### **Educator Certifications**

# Advanced Placement 2-D Art & Design (#0109350) 2019- And

Beyond (current)

### General Course Information and Notes

#### VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers\_corner/index.html.

This course was previously titled "AP Studio Art/2-D".

#### GENERAL INFORMATION

Course Number: 0109350

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Portfolio > Abbreviated Title: AP 2-D ART & DESIGN Course Length: Year (Y) Course Attributes: • Advanced Placement (AP) Course Level: 3

#### **Educator Certifications**

# Advanced Placement 3-D Art & Design (#0109360) 2019- And

Beyond (current)

### General Course Information and Notes

#### VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers\_corner/index.html.

This course was previously titled "AP Studio Art/3-D".

#### GENERAL INFORMATION

Course Number: 0109360

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Portfolio > Abbreviated Title: AP 3-D ART & DESIGN Course Length: Year (Y) Course Attributes: • Advanced Placement (AP) Course Level: 3

#### **Educator Certifications**

# Printmaking 1 (#0110300) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications:
	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
VA.912.F.1.3:	creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
	e.g., racis, ideas, solutions, brainstonning, neid testing
VA.912.0.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
VA 912 O 2 2·	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
W. 712.3.1.0.	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 010 C 0 0	process.
VA.912.5.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA 012 C 2 4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
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.
LAFS.910.SL.1.1:	<ul> <li>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.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional
purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0110300

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Printmaking > Abbreviated Title: PRINTMG 1 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12) Graphic Arts (Secondary Grades 7-12)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
	Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications:
	e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications:
	e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote
VA.912.F.1.3:	creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
VA.912.H.3.2:	Clarifications:
VA.912.0.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives,
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications:
	e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications:
	e.g., structural elements of art, organizational principles of design, breadth
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 012 5 2 2.	process.
VA.712.3.3.3.	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
VA 912 S 3 A.	art.
VA. 712.3.3.4.	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications:
	e.g., media: ceramics, glass, wet, dry, digital

VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.
	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications:
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	Cultivate a community of growth mindset learners.
	Foster perseverance in students by choosing tasks that are challenging.
	Develop students' ability to analyze and problem solve.
	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	Build understanding through modeling and using manipulatives.
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>
	<ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>
	Express connections between concepts and representations.
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.
	Clarifications
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul> <li>Help students make connections between concepts and representations.</li> </ul>
	<ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>
	<ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>
	Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency
	Mathematicians who complete tasks with mathematical fluency:
	······································
	Select efficient and appropriate methods for solving problems within the given context.
	<ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>
	Complete tasks accurately and with confidence.
MA.K12.MTR.3.1:	Adapt procedures to apply them to a new context.
	Use feedback to improve efficiency when performing calculations.
	Clarifications:
	leachers who encourage students to complete tasks with mathematical fluency:
	<ul> <li>Provide students with the nextbility to solve problems by selecting a procedure that allows them to solve enciently and accurately.</li> <li>Offer multiple opportunities for students to practice officient and generalizable methods.</li> </ul>
	<ul> <li>Oner multiple opportunities for students to practice encient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used</li> </ul>
	• Howas opportainties for stadents to reflect on the method mey used and determine in a more emploit method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	Communicate mathematical ideas, vocabulary and methods effectively.
	Analyze the mathematical thinking of others.
	Compare the efficiency of a method to those expressed by others.
	Recognize errors and suggest how to correctly solve the task.
	Justify results by explaining methods and processes.
WARTZ.WITK. 7.1.	Construct possible arguments based on evidence.
	Clarifications:
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
	Create opportunities for students to discuss their thinking with peers.
	• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
	<ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.
	Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:	Focus on relevant details within a problem.
	Create plans and procedures to logically order events, steps or ideas to solve problems
	Decompose a complex problem into manageable parts.
	<ul> <li>Relate previously learned concepts to new concepts.</li> </ul>
	Look for similarities among problems.
	<ul> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
	<ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>
	<ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>

	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications:         Teachers who encourage students to assess the reasonableness of solutions:         • Have students estimate or predict solutions prior to solving.         • Prompt students to continually ask, "Does this solution make sense? How do you know?"         • Reinforce that students check their work as they progress within and after a task.         • Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to question the accuracy of their models and methods.         • Support students as they validate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	Clarifications:         K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.         2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	<ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0110300

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Printmaking > Abbreviated Title: PRINTMG 1 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

# Sculpture 1 (#0111310) 2015 - 2022 (current)

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.q., symbolism, spatial relationship
VA 012 C 1 7.	Analyza challongae and identify solutions for three dimensional structural problems
VA.912.C.1.7.	Examine and revise artwork throughout the art making process to refine work and achieve artistic objective
VA.912.0.2.1.	Examine and revise artwork infoughout the art-making process to remie work and achieve artistic objective.
VA.912.0.2.4.	Compare actively, using accurate all vocabulary and knowledge of all history to identify and categorize movements, styles, techniques, and inatenals.
VA.912.0.2.0.	Use descriptive terms and varied approaches in art analysis to evolain the meaning or purpose of an artwork
VA.912.C.3.1:	Clarifications:
	e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
	Use appropriately cited sources to document research and present information on visual culture
VA.912.F.3.5:	e a visual digital and textual information
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.4:	Clarifications:
	e.g., patron, corporate collections
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA 912 H 3 3	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement; pica, inches, points
	Lies the structured elements of art and the errorizational reinciples of design is works of art to establish an interpretive and technical foundation for
VA.912.0.1.1:	visual coherence
VA 912 O 1 5	Investigate the use of space scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.S.3.1:	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
	process.
VA.912.S.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications
	e a plagiarism appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA 012 5 3 12.	
VA.712.3.3.12.	e a printmaking: relief print: ceramics: wheel-throwing: drawing: charcoal: painting: watercolor: technology: lavering images
	Sig, printing, solo print, columos, wheel the wing, drawing, drawing, watercolor, technology, layering inages
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 tensics.
	Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grades 0, 10
1	mate and participate electively in a range of consolitative discussions (one-on-one, in groups, and teacher-red) with diverse particles on grades 9-10

LAFS.910.SL.1.1:	<ul> <li>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, **plaster, and paper maché with consideration of the workability,** durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 0111310

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Sculpture > Abbreviated Title: SCULPT 1 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Sculpture 1 (#0111310) 2022 - And Beyond

Name	Description
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications:
	e.g., symbolism, spatial relationship
VA 012 C 1 7.	Analyza challonges and identify solutions for three dimensional structural problems
VA.912.C.1.7.	Analyze challenges and identity solutions for three-dimensional structural problems.
VA.912.C.2.1.	Examine and revise altwork infoughout the alt-making process to ferme work and achieve altistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.0.2.0.	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork
VA.912.C.3.1:	Clarifications:
	e.g., rour-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications:
	e.g., visual, digital, and textual information
VA 012 H 1 2·	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues
VA 912 H 1 9·	Describe the significance of major artists, architects, or masterworks to understand their historical influences
VA.712.11.1.7.	Research the history of art in public places to examine the significance of the artwork and its legacy for the future
VA 012 LL 2 4.	
VA.912.H.2.4:	
	e.g., parton, corporate conections
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA 912 O 1 1.	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for
	visual coherence.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.5.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional activities
	Review, discuss, and demonstrate the proper applications and safety procedures for bazardous chemicals and equipment during the art-making
	process.
VA.912.S.3.3:	Clarifications
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal recovery little and integrity including recover for intellectual preparty when accessing information and greating works of
	art
VA.912.S.3.4:	
	e a plagiarism appropriation from the Internet and other sources
	Use and maintain tools and equipment to racilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiin, technology, printing press, hand tools
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Mathematicians who participate in effortful learning both individually and with others:
	Analyze the problem in a way that makes sense given the task.
	Ask questions that will help with solving the task.

MA.K12.MTR.1.1:	<ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concret to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	<ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions.

MA.K12.MTR.6.1:	<ul> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> </ul> </li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?" <ul> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> </ul>
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1:	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, **plaster**, and **paper maché with consideration of the workability**, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0111310

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Sculpture > Abbreviated Title: SCULPT 1 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Sculpture 2 (#0111320) 2015 - 2022 (current)

Name	Description
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of
	aesthetic or utilitarian objects.
VA 912 F 2 2	Clarifications
11.712.1.2.2.	e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and
	interior design
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA 012 LL 1 4.	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups,
VA.912.H.1.4:	cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.4:	Clarifications:
	e.g., patron, corporate collections
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art
VA.912.H.3.3:	Clarifications:
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.0.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
VA.912.3.2.4.	journal.
VA 912 S 3 1·	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.712.3.3.1.	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 012 C 2 2.	process.
VA.912.3.3.3:	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Develop skill is skatabled and made making to plan, sussuite, and construct two dimensional images or three dimensional models.
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images of three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical
LAFS.910.RST.2.4:	context relevant to grades 9–10 texts and topics.
	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.
	a. Come to discussions prepared, having read and researched material under study: explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
LAFS.910.SL.1.1:	alternate views), clear goals and deadlines, and individual roles as needed.
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas: actively
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	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. Sculpture artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Sculpture > Abbreviated Title: SCULPT 2 Course Length: Year (Y) Course Level: 2

#### Educator Certifications

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Sculpture 2 (#0111320) 2022 - And Beyond

Name	Description
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of
	aesthetic or utilitarian objects.
VA.912.F.2.2:	Clarifications:
	e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and
	interior design
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications:
	e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups,
VA.912.H.1.4:	cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.4:	Clarifications:
	e.g., patron, corporate collections
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA 912 H 3 3·	Clarifications
VA. 712.11.3.3.	e.g., microscope, skeleton. Fibonacci sequence, Golden Mean, measurement; pica, inches, points
VA 012 0 1 2.	Use and defend the choice of greative and technical skills to produce activation
VA.912.0.1.2:	Use and detend the choice of creative and technical skills to produce at works.
VA.912.0.1.5.	Construct new meaning through charad language, ideation, expressive content, and unity in the creative process
VA.912.0.2.1.	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA 912 S 1 1	Use innovative means and nercentual understanding to communicate through varied content, media, and art techniques
VAL 712.0.1.1.	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or
VA.912.S.2.4:	journal.
VA 012 C 2 1.	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional
VA.912.3.3.1.	artworks.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making
VA 012 5 2 2.	process.
VA.912.3.3.3.	Clarifications:
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of
	art.
VA.912.S.3.4:	Clarifications:
	e.g., plagiarism, appropriation from the Internet and other sources
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications:
	e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA 912 S 3 11.	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination
VA. 712.3.3.11.	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media
VA 012 5 2 12.	Clarifications:
VA.912.S.3.12:	e a printmaking: relief print: ceramics: wheel-throwing: drawing: charcoal: painting: watercolor: technology: lavering images
	Analyze the problem in a way that makes conce given the task
	Analyze the problem in a way that makes series given the task.      Ack quactions that will hole with solving the task
	Ask questions that will help with solving the task.     Build perseverance by modifying methods as peeded while solving a challenging task
	Stay engaged and maintain a positive mindset when working to solve tasks
	Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications
	Teachers who encourage students to participate actively in effortful learning both individually and with others
	Cultivate a community of growth mindset learners.

	<ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.2.1:	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> </ul>
	<ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
MA.K12.MTR.4.1:	<ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:	<ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	Clarifications:         Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:         • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.         • Support students to develop generalizations based on the similarities found among problems.         • Provide opportunities for students to create plans and procedures to solve problems.         • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:	<ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions:

	<ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. Sculpture artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Sculpture > Abbreviated Title: SCULPT 2 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

# Sculpture 3 Honors (#0111330) 2015 - 2022 (current)

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.0.2.2;	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.0.3.2;	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.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 11–12 texts and topics.
LAFS.1112.SL.1.1:	<ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> </ul>
	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

	when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
MAFS.K12.MP.5.1:	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

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Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### **GENERAL NOTES**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0111330

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

#### Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Sculpture > Abbreviated Title: SCULPT 3 HON Course Length: Year (Y) Course Attributes: • Honors Course Level: 3

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Sculpture 3 Honors (#0111330) 2022 - And Beyond

Name	Description		
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.		
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.		
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.		
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.		
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.		
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.		
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.		
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.		
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.		
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.		
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.		
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.		
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.		
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.		
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.		
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.		
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.		
VA.912.H.2.3:	Clarifications: e.g., statuary		
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.		
VA 912 H 3 3·	Clarifications		
VA.712.11.3.3.	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement; pica, inches, points		
VA 012 0 1 2.	Desceres and use the techniques and processes of various artists to proceed works		
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.		
VA.912.0.1.4:	Compare and analyze traditional and digital media to team now technology has altered opportunities for innovative responses and results.		
VA.912.0.1.5:	Solve eacthetic problems, through convergent and divergent thinking, to gain new perspectives.		
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.		
VA.912.0.3.2:	Lice inposetive means and percentual understanding to communicate through varied content, media, and art techniques		
VA.912.3.1.1.	Use information resources to develop concents representing diversity and effectiveness for using selected media and techniques in a skatchbook or		
VA.912.S.2.4:	journal.		
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.		
VA 012 5 2 2.	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.		
VA.912.3.3.3.	Clarifications:		
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions		
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.		
VA.912.S.3.4:	Clarifications:		
	e.g., plagiarism, appropriation from the Internet and other sources		
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory		
VA 012 C 2 0.			
VA.912.5.3.8:	ciarifications:		
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.		
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.		
VA.912.S.3.12:	Clarifications:		
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images		
	Mathematicians who participate in effortful learning both individually and with others:		
	Analyze the problem in a way that makes sense given the task.		
	Ask questions that will help with solving the task.		
	Build perseverance by modifying methods as needed while solving a challenging task.		
	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>		
	Help and support each other when attempting a new method or approach.		
MA.K12.MTR.1.1:	Clarifications:		
	Teachers who encourage students to participate actively in effortful learning both individually and with others:		
	Cultivate a community of growth mindset learners.		
	Foster perseverance in students by choosing tasks that are challenging.		
	• Develop students' ability to analyze and problem solve.		

	Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
MA.K12.MTR.2.1:	<ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul>
	<ul> <li>Construct possible arguments based on evidence.</li> <li>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers. <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers. </li> </li></ul></li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving
	<ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>

	<ul><li>Reinforce that students check their work as they progress within and after a task.</li><li>Strengthen students' ability to verify solutions through justifications.</li></ul>
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
	<ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>
	Clarifications:         Teachers who encourage students to apply mathematics to real-world contexts:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to question the accuracy of their models and methods.         • Support students as they validate conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
	4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.2.1:	Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences to support comprehension.
ELA.K12.EE.2.1: ELA.K12.EE.3.1:	Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences to support comprehension.         Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.2.1: ELA.K12.EE.3.1:	Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences to support comprehension.         Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.2.1: ELA.K12.EE.3.1: ELA.K12.EE.4.1:	Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences to support comprehension.         Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.
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ELA.K12.EE.3.1: ELA.K12.EE.3.1: ELA.K12.EE.4.1:	Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences to support comprehension.         Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.         Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.3.1: ELA.K12.EE.3.1: ELA.K12.EE.4.1: ELA.K12.EE.5.1:	Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences to support comprehension.         Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.         Use the accepted rules governing a specific format to create quality work.         Clarifications:         Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.3.1: ELA.K12.EE.3.1: ELA.K12.EE.4.1: ELA.K12.EE.5.1:	Clarifications:         See Text Complexity for grade-level complexity bands and a text complexity rubric.         Make inferences to support comprehension.         Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.         Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.         Clarifications:         In kindergarten, students learn to listen to one another respectfully.         In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations.         In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.         Use the accepted rules governing a specific format to create quality work.         Clarifications:         Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.         Use appropriate voice and tone when speaking or writing.
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# VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for** communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0111220	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0111330	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Sculpture >
	Abbreviated Title: SCULPT 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

#### **Educator Certifications**

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Florida's Preinternational Baccalaureate Art 1 (#0114800) 2015 - 2022 (current)

Name	Description	
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.	
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.	
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.	
VA.912.C.3.3:	.912.C.3.3: Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.	
	Use analytical skills to examine issues in non-visual art contexts.	
VA.912.C.3.4:	Clarifications:	
	e.g., review objective facts; suspend judgment; see the parts, visualize the finished product	
VA 912 F 1 2.	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two, three, and/or four-dimensional applications	
VA 912 F 2 3	Analyze the notential economic impact of arts entities to revitalize a community or region	
VA 912 F 2 6:	Research and discuss the notential of the visual arts to improve aesthetic living	
VA 912 F 2 7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes	
	Lise appropriately cited sources to document research and present information on visual culture	
VA.912.F.3.5:	e.g., visual, digital, and textual information	
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.	
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.	
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.	
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.	
	Research and report technological developments to identify influences on society.	
VA 912 H 1 7·	Clarifications	
VA. 712.11.1.7.	e.g., Camera Obscura, digital media	
VA 012 LI 1 0·	Describe the significance of major artists, architects, or masterwarks to understand their historical influences	
VA.912.n.1.9.	Analyze historical or cultural references in commomerative works of art to identify the significance of the event or person pertraved	
	Analyze historical of cultural references in commemorative works of all to identify the significance of the event of person portrayed.	
VA.912.H.2.3:	Clarifications:	
	e.g., statuary	
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.	
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.	
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.	
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.	
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.	
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.	
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.	
	Describe processes and techniques used to record visual imagery.	
VA.912.S.1.6:	Clarifications:	
	e.g., drawing, sculpting, digital multi-media	
	Manipulate lighting effects, using various media to create desired results.	
VA.912.S.1.7:	Clarifications:	
	e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed	
	Use diverse media and techniques to create paintings that represent various genres and schools of painting.	
VA.912.S.1.9:	Clarifications:	
	e.g., wet media, technology	
VA 912 S 2 3·	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor	
VA.712.3.2.3.	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or	
VA.912.S.2.4:	journal.	
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.	
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.	
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making	
VA.912.S.3.3:		
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions	
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art	
VA.912.S.3.4:		
	Clarifications:	
	e.g., pragramsin, appropriation from the internet and other sources	

	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications:
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications:
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along
MAFS.912.G-CO.1.1:	a line, and distance around a circular arc. Standard Polation to Course: Supporting
	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in
MAES 012 C CO 1 2.	the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation
WAT 3.912.0-00.1.2.	versus horizontal stretch).
	Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
MAFS.912.G-CO.1.4:	Standard Relation to Course: Supporting
	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry
MAFS.912.G-CO.1.5:	software. Specify a sequence of transformations that will carry a given figure onto another.
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge string reflective devices paper folding dynamic
	geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including
	the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	Clarifications:
	Geometry - Fidency Recommendations
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to
	conjectures and proofs.
	Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be beinful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze
MAFS.K12.MP.5.1:	graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other
	mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying
	assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify
	relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concents.
	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own
	reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about
MAFS.K12.MP.6.1:	specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,
	express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully
	Standard Relation to Course: Supporting
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven
	students will see 7 $\times$ 8 equals the well remembered 7 $\times$ 5 + 7 $\times$ 3, in preparation for learning about the distributive property. In the expression $x^2$
MAFS.K12.MP.7.1:	+ 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and
	can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see
	complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2 = 5$ minutes a particular number times a source and use that to realize that its value cannot be more than 5 for any real numbers y and y.
	- y)- as 5 minus a positive number times a square and use that to realize that its value carnot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific extention.
LAFS.910.RST.2.4:	context relevant to grades 9–10 texts and topics.
	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.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LAFS.910.SL.1.1	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear doals and deadlines, and individual roles as peeded.
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	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their neuronal enderstand and and and and and and and and and
	own views and understanding and make new connections in light of the evidence and reasoning presented.
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.
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.
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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

#### VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

#### **GENERAL NOTES**

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a\_id/5414/kw/pre-ib. Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0114800	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0114800	Education Courses > Subject: Art - Visual Arts >
	SubSubject: Research / Studio / Theory >
	Abbreviated Title: FL PRE-IB ART 1
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors

 Course Type: Core Academic Course
 Course Level: 3

 Course Status: Course Approved
 Grade Level(s): 9,10

 Graduation Requirement: Performing/Fine Arts
 Second Secon

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Art 1 (#0114800) 2022 - And Beyond

Name	Description	
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.	
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.	
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.	
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.	
	Use analytical skills to examine issues in non-visual art contexts.	
VA.912.C.3.4:	Clarifications:	
	e.g., review objective facts; suspend judgment; see the parts, visualize the finished product	
V/A 012 E 1 2.	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two, three, and/or four dimensional applications	
VA.912.1.1.2.	Analyza the natential economic impact of arts entities to revitalize a community or region	
VA.912.1.2.3.	Preserve and discuss the potential of the visual arts to improve aesthetic living	
VA.912.1.2.0.	Evaluate the effects of creating works of art for sale or denation to support local organizations for social or economic sauces	
VA.912.1.2.7.	Lise appropriately cited sources to document research and present information on visual outlations for social of economic causes.	
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information	
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.	
VA 912 F 3 9	Identify and apply collaborative procedures to coordinate a student or community art event	
VA 912 F 3 12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others	
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.	
	Research and report technological developments to identify influences on society	
VA.912.H.1.7:	e.g., Camera Obscura, digital media	
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.	
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portraved.	
VA.912.H.2.3:	e.g., statuary	
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.	
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.	
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.	
VA.912.0.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.	
VA.912.0.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.	
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.	
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.	
	Describe processes and techniques used to record visual imagery.	
VA 912 S 1 6.	Clarifications	
VA. 712.3.1.0.	e.a., drawina, sculptina, digital multi-media	
	Manipulate lighting effects, using various media to create desired results	
VA.912.5.1.7:	Clarifications:	
	e.g., portrait protography, painting renection, uigital rendening, aperture vs. shutter speed	
	Use diverse media and techniques to create paintings that represent various genres and schools of painting.	
VA.912.S.1.9:	Clarifications: e.g., wet media, technology	
VA 912 S 2 3·	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor	
VII.712.0.2.0.	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or	
VA.912.S.2.4:	journal.	
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.	
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.	
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making	
VA.912.S.3.3:		
	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions	
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works or	
VA 012 0 0 1	art.	
VA.912.S.3.4:	Clarifications:	
	e.g., plagiarism, appropriation from the Internet and other sources	

	Use and maintain tools and equipment to facilitate the creative process.	
VA.912.S.3.7:	Clarifications:	
	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools	
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.	
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.	
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print: ceramics: wheel-throwing: drawing: charcoal: painting: watercolor: technology: layering images	
	Mathematicians who participate in effortful learning both individually and with others:	
	<ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>	
	Ask questions that will help with solving the task.	
	Build perseverance by modifying methods as needed while solving a challenging task.	
MA.K12.MTR.1.1:	<ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	
	Clarifications:	
	Teachers who encourage students to participate actively in effortful learning both individually and with others:	
	Cultivate a community of growth mindset learners.	
	Foster perseverance in students by choosing tasks that are challenging.	
	<ul> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>	
	Demonstrate understanding by representing problems in multiple ways	
	Mathematicians who demonstrate understanding by representing problems in multiple ways:	
	Build understanding through modeling and using manipulatives	
	<ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>	
	Progress from modeling problems with objects and drawings to using algorithms and equations.	
	Express connections between concepts and representations.	
MA.K12.MTR.2.1:	Choose a representation based on the given context or purpose.	
	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:	
	Help students make connections between concepts and representations.	
	Provide opportunities for students to use manipulatives when investigating concepts.	
	<ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>	
	• Show students that various representations can have unrerent purposes and can be useful in different situations.	
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	
	<ul> <li>Select efficient and appropriate methods for solving problems within the given context</li> </ul>	
	<ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>	
	Complete tasks accurately and with confidence.	
MA.K12.MTR.3.1:	Adapt procedures to apply them to a new context.	
	Use feedback to improve efficiency when performing calculations.	
	Teachers who encourage students to complete tasks with mathematical fluency:	
	• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.	
	Offer multiple opportunities for students to practice efficient and generalizable methods.	
	Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.	
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:	
	Communicate mathematical ideas, vocabulary and methods effectively.     Analyze the mathematical thinking of others.	
	Compare the efficiency of a method to those expressed by others.	
	Recognize errors and suggest how to correctly solve the task.	
MA.K12.MTR.4.1:	Justify results by explaining methods and processes.	
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:	
	• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.	
	Create opportunities for students to discuss their thinking with peers.	
	<ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>	
	Use patterns and structure to help understand and compare methomatical expension	
	Mathematicians who use patterns and structure to help understand and connect mathematical concepts:	
	Focus on relevant details within a problem.	
	Create plans and procedures to logically order events, steps or ideas to solve problems.	
	Decompose a complex problem into manageable parts.	
	Relate previously learned concepts to new concepts.	

MA.K12.MTR.5.1:	Look for similarities among problems.
	Connect solutions of problems to more complicated large-scale situations.
	Clarifications:
	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
	<ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>
	<ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>
	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
	Estimate to discover possible solutions.
	Use benchmark quantities to determine if a solution makes sense.
	Check calculations when solving problems.
	Verify possible solutions by explaining the methods used.
MA.K12.MTR.6.1:	Evaluate results based on the given context.
	Clarifications:
	Have students estimate or predict solutions prior to solving
	<ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>
	Reinforce that students check their work as they progress within and after a task.
	Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts.
	Mathematicians who apply mathematics to real-world contexts:
	Connect mathematical concepts to everyday experiences.
	<ul> <li>Use models and methods to understand, represent and solve problems.</li> <li>Deferm investigations to gather data or determine if a method is apprepriate a Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA K12 MTR 7 1	<ul> <li>Perform investigations to gatter data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or enciency.</li> </ul>
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:
	<ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>
	Challenge students to question the accuracy of their models and methods.
	Support students as they validate conclusions by comparing them to the given situation.
	Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
	Clarifications:
	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details
	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it
	In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly
	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide
	referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Clarifications:
	See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
	Clarifications:
ELA.K12.EE.3.1:	Students will make interences before the words inter or interence are introduced. Kindergarten students will answer questions like "why is the girl smilling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and
	beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
	Clarifications:
	In kindergarten, students learn to listen to one another respectfully.
	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The
	conaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they
	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to
	do quality work.
	Use appropriate voice and tone when speaking or writing.
1	

## VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

#### GENERAL NOTES

Graduation Requirement: Performing/Fine Arts

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a\_id/5414/kw/pre-ib. Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum **developers and teachers which maximizes an ELL's need for communication** and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION	
	Course Path: Section: Grades PreK to 12 Education
Course Number: 0114000	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0114800	Education Courses > <b>Subject:</b> Art - Visual Arts >
	SubSubject: Research / Studio / Theory >
	Abbreviated Title: FL PRE-IB ART 1
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10	

#### **Educator Certifications**

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Art 2 (#0114810) 2015 - 2022 (current)

Name	Description		
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.		
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.		
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.		
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.		
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.		
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.		
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.		
VA 912 F 1.3. Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying			
	creative risk-taking.		
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.		
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.		
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.		
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.		
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.		
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.		
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.		
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.		
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.		
VA.912.H.2.3:	Clarifications:		
	e.g., statuary		
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.		
VA.912.H.3.3:	Clarifications:		
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points		
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.		
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.		
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.		
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.		
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.		
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.		
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal		
VA 012 S 2 2·	Journal.		
VA. 712.3.3.2.	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making		
	process.		
VA.912.S.3.3:	Clarifications		
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions		
	Demonstrate personal responsibility, etnics, and integrity, including respect for intellectual property, when accessing information and creating works of		
VA.912.S.3.4:			
	Clarifications:		
	e.g., plagiarism, appropriation from the internet and other sources		
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.		
VA.912.S.3.8:	Clarifications:		
	e.g., media: ceramics, glass, wet, dry, digital		
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.		
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.		
VA.912.S.3.12:	Clarifications:		
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images		
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along		
	a line, and distance around a circular arc.		
	Standard Relation to Course: Supporting		
	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in		
MAES 912 G-CO 1 2-	the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation		
	versus horizontal stretch).		
	Standard Relation to Course: Supporting		
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting		
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MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting		
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting		
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.		
MAFS.912.G-CO.4.12:	Clarifications: Geometry - Fluency Recommendations		
	Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.		
	Standard Relation to Course: Supporting		
MAFS.912.G-CO.4.13:	Standard Relation to Course: Supporting		
	Use appropriate tools strategically.		
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.		
	Attend to precision.		
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.		
	Standard Relation to Course: Supporting		
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$ + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.		
	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical		
LAFS.1112.RS1.2.4:	context relevant to grades 11–12 texts and topics.		
LAFS.1112.SL.1.1:	<ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>		
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation		
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.		
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.		

## General Course Information and Notes

#### VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciat

#### **GENERAL NOTES**

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a\_id/5414/kw/pre-ib. Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum **developers and teachers which maximizes an ELL's need for communication** and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

Course Number: 0114810

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory > Abbreviated Title: FL PRE-IB ART 2 Course Length: Year (Y) Course Attributes: • Honors Course Level: 3

Education (Secondary Grades 7-12)	
(Elementary and Secondary Grades K-12)	

# Florida's Preinternational Baccalaureate Art 2 (#0114810) 2022 - And Beyond

#### **Course Standards**

Name	Description	
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.	
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.	
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.	
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.	
VA.912.C.2.4:	2.4: Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materia	
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.	
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.	
VA 012 E 1 2.	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote	
VA.912.F.1.3.	creative risk-taking.	
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.	
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.	
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.	
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.	
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.	
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.	
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.	
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.	
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.	
VA.912.H.2.3:	Clarifications:	
	e.g., statuary	
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art	
VA.912.H.3.3:	Clarifications:	
	e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points	
VA.912.0.1.3:	Research and use the techniques and processes of various artists to create personal works.	
VA.912.0.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.	
VA.912.0.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.	
VA.912.0.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.	
VA.912.0.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.	
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.	
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.	
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.	
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making	
	process.	
VA.912.S.3.3:	Clarifications:	
	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions	
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of	
	art.	
VA.912.S.3.4:	Clarifications:	
	e.g., plagiarism, appropriation from the Internet and other sources	
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory	
VA 010 C 0 0		
VA.912.5.3.8:	Clarifications:	
	e.g., media. ceramics, grass, wet, dry, digitar	
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.	
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.	
VA.912.S.3.12:	Clarifications:	
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images	
	Mathematicians who participate in effortful learning both individually and with others:	
	Analyze the problem in a way that makes sense given the task.	
	Ask questions that will help with solving the task.	
	Build perseverance by modifying methods as needed while solving a challenging task.	
	Stay engaged and maintain a positive mindset when working to solve tasks.	
	Help and support each other when attempting a new method or approach.	
MA.K12.MTR.1.1:	Clarifications:	
	Teachers who encourage students to participate actively in effortful learning both individually and with others:	

	<ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop <b>students' ability to construct relationships between their current</b> understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications:

	<ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>	
	<ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>	у.
MA.K12.MTR.7.1:	<ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>	
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.  Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.	
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.	
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.	
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.	
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.	
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	

# General Course Information and Notes

#### VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of

the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

#### **GENERAL NOTES**

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course".* 

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a\_id/5414/kw/pre-ib. Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This **course includes Florida's B.E.S.T. ELA Expectations (EE) and** Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum **developers and teachers which maximizes an ELL's need for communication** and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

	Course Path: Section: Grades PreK to 12 Education
Course Number: 0114010	Courses > Grade Group: Grades 9 to 12 and Adult
Course Number: 0114810	Education Courses > <b>Subject:</b> Art - Visual Arts >
	SubSubject: Research / Studio / Theory >
	Abbreviated Title: FL PRE-IB ART 2
Number of Credits: One (1) credit	Course Length: Year (Y)
	Course Attributes:
	Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10	

#### **Educator Certifications**

Graduation Requirement: Performing/Fine Arts

GENERAL INFORMATION

Art Education (Secondary Grades 7-12) Art (Elementary and Secondary Grades K-12)

# International Baccalaureate Visual Arts 1 (#0114815) 2016-

And Beyond (current)

### General Course Information and Notes

#### GENERAL NOTES

The curriculum description for this IB course is provided at: http://www.ibo.org/en/programmes/

#### GENERAL INFORMATION

Course Number: 0114815

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory > Abbreviated Title: IB VISUAL ARTS 1 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# International Baccalaureate Visual Arts 2 (#0114825) 2016-

And Beyond (current)

## General Course Information and Notes

#### GENERAL NOTES

The curriculum description for this IB course is provided at: http://www.ibo.org/en/programmes/

#### GENERAL INFORMATION

Course Number: 0114825

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory > Abbreviated Title: IB VISUAL ARTS 2 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# International Baccalaureate Visual Arts 3 (#0114835) 2016 -

And Beyond (current)

## General Course Information and Notes

#### GENERAL NOTES

The curriculum description for this IB course is provided at: http://www.ibo.org/en/programmes/

#### GENERAL INFORMATION

Course Number: 0114835

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory > Abbreviated Title: IB VISUAL ARTS 3 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# International Baccalaureate Mid Yrs Prog Art 1 (#0114880) 2014 - And Beyond (current)

## General Course Information and Notes

#### **GENERAL NOTES**

The curriculum description for this IB course is provided at: http://www.ibo.org/en/programmes/

#### GENERAL INFORMATION

Course Number: 0114880

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory > Abbreviated Title: IB MYP ART 1 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# International Baccalaureate Mid Yrs Prog Art 2 (#0114890) 2014 - And Beyond (current)

## General Course Information and Notes

#### **GENERAL NOTES**

The curriculum description for this IB course is provided at: http://www.ibo.org/en/programmes/

#### GENERAL INFORMATION

Course Number: 0114890

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory > Abbreviated Title: IB MYP ART 2 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

Art Education (Secondary Grades 7-12)	
Art (Elementary and Secondary Grades K-12)	

# Pre-Advanced Placement Visual Arts (#0114900) 2018 - And Beyond

(current)

### General Course Information and Notes

#### VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at https://pre-ap.collegeboard.org/courses.

GENERAL INFORMATION	
Course Number: 0114900	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory > Abbreviated Title: PRE-AP VISUAL ARTS
Number of Credits: One (1) credit	Course Length: Year (Y) Course Attributes: • Honors
Course Type: Core Academic Course Course Status: Course Approved	Course Level: 3
Grade Level(s): 9 Graduation Requirement: Performing/Fine Art	S

Art (Elementary and Secondary Grades K-12)
Art Education (Secondary Grades 7-12)