Art - Visual Arts

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

Course Standards

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.
VA.K.H.2.2:	Explore everyday objects that have been designed and created by artists. **Clarifications:** e.g., artwork, utilitarian objects
VA.K.H.2.3:	Describe where artwork is displayed in school or other places.
VA.K.H.3.1:	Express ideas related to non-art content areas through personal artworks. **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.
VA.K.S.1.1:	Explore art processes and media to produce artworks. **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
VA.K.S.3.1:	Develop skills and techniques to create with two- and/or three- dimensional media. **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.*
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

Educator Certifications

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

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

Course Standards

Name	Description
VA.K.C.1.1:	Create and share personal works of art with others.
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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.
MA.K12.MTR.1.1:	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. **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:	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.

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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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.
- 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.

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 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.
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.

General Course Information and Notes

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)

Course Standards

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.
VA.1.C.3.1:	Identify vocabulary that is used in both visual art and other contexts. **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.
VA.1.F.3.2:	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. **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.
VA.1.H.1.2:	Discuss suitable behavior expected of audience members. **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.
VA.1.H.2.2:	Identify objects of art that are used every day for utilitarian purposes. **Clarifications:** e.g., plates, clothing, teapots
VA.1.H.2.3:	Identify places in which artworks may be viewed by others. **Clarifications:** e.g., museums, schools, businesses
VA.1.H.3.1:	Identify connections between visual art and other content areas. **Clarifications:** e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies
VA.1.O.1.1:	Identify and use the structural elements of art and organizational principles of design to support artistic development.
VA.1.O.2.1:	Create imagery and symbols to express thoughts and feelings.
VA.1.O.3.1:	Use personal symbols in artwork to document surroundings and community.
VA.1.S.1.1:	Experiment with art processes and media to express ideas. **Clarifications:** e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
VA.1.S.1.2:	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences. **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.
VA.1.S.3.1:	Practice skills and techniques to create with two- and/or three-dimensional media. **Clarifications:** e.g., eye-hand coordination, fine-motor skills
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.
VA.1.S.3.4:	Identify and be respectful of artwork that belongs to others and represents their ideas. **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.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions 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.
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.
HE.1.C.2.4:	Recognize health consequences for not following rules. **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.

General Course Information and Notes

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

Educator Certifications

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

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

Course Standards

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.
VA.1.C.3.1:	Identify vocabulary that is used in both visual art and other contexts. **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.
VA.1.F.3.2:	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. **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.
VA.1.H.1.2:	Discuss suitable behavior expected of audience members. **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.
VA.1.H.2.2:	Identify objects of art that are used every day for utilitarian purposes. **Clarifications:** e.g., plates, clothing, teapots
VA.1.H.2.3:	Identify places in which artworks may be viewed by others. **Clarifications:** e.g., museums, schools, businesses
VA.1.H.3.1:	Identify connections between visual art and other content areas. **Clarifications:** e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies
VA.1.O.1.1:	Identify and use the structural elements of art and organizational principles of design to support artistic development.
VA.1.O.2.1:	Create imagery and symbols to express thoughts and feelings.
VA.1.O.3.1:	Use personal symbols in artwork to document surroundings and community.
VA.1.S.1.1:	Experiment with art processes and media to express ideas. **Clarifications:** e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
VA.1.S.1.2:	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences. **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.
VA.1.S.3.1:	Practice skills and techniques to create with two- and/or three-dimensional media. **Clarifications:** e.g., eye-hand coordination, fine-motor skills
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.
VA.1.S.3.4:	Identify and be respectful of artwork that belongs to others and represents their ideas. **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 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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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.

MA.K12.MTR.6.1:	• 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:	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 efficiency. **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. **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.
HE.1.C.2.4:	Recognize health consequences for not following rules. **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.

General Course Information and Notes

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

Educator Certifications

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

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

Course Standards

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.
VA.2.C.2.2:	Identify skillful techniques used in works by peers and others. **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.
VA.2.F.2.1:	Identify work created by artists and designers. **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.
VA.2.H.2.2:	Identify objects from everyday life that have been designed and created using artistic skills. **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.
VA.2.H.3.1:	Describe connections made between creating with art ideas and creating with information from other content areas. **Clarifications:** e.g., shapes and math, color mixing and science
VA.2.O.1.1:	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
VA.2.O.2.1:	Use personal experience to convey meaning or purpose in creating artworks.
VA.2.O.3.1:	Create personally meaningful works of art to document and explain ideas about local and global communities.
VA.2.S.1.1:	Experiment with tools and techniques as part of art-making processes. **Clarifications:** e.g., brush for details, fiber, series of prints, mixed media, clay
VA.2.S.1.2:	Use diverse resources to inspire expression of personal ideas and experiences in works of art. **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.
VA.2.S.3.1:	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works. **Clarifications:** e.g., eye-hand coordination, fine-motor skills
VA.2.S.3.2:	Demonstrate growth in craftsmanship through purposeful practice. **Clarifications:**
VA.2.S.3.3:	Follow directions for safety procedures and explain their importance in the art room.
VA.2.S.3.4:	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. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
MAFS.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, 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 nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
	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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.2.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **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.
HE.2.C.2.4:	Explain the ways that rules make the classroom, school, and community safer. **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).

General Course Information and Notes

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

Educator Certifications

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

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

Course Standards

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.
VA.2.C.2.2:	Identify skillful techniques used in works by peers and others. **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.
VA.2.F.2.1:	Identify work created by artists and designers. **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.
VA.2.H.2.2:	Identify objects from everyday life that have been designed and created using artistic skills. **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.
VA.2.H.3.1:	Describe connections made between creating with art ideas and creating with information from other content areas. **Clarifications:** e.g., shapes and math, color mixing and science
VA.2.O.1.1:	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
VA.2.O.2.1:	Use personal experience to convey meaning or purpose in creating artworks.
VA.2.O.3.1:	Create personally meaningful works of art to document and explain ideas about local and global communities.
VA.2.S.1.1:	Experiment with tools and techniques as part of art-making processes. **Clarifications:** e.g., brush for details, fiber, series of prints, mixed media, clay
VA.2.S.1.2:	Use diverse resources to inspire expression of personal ideas and experiences in works of art. **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.
VA.2.S.3.1:	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works. **Clarifications:** e.g., eye-hand coordination, fine-motor skills
VA.2.S.3.2:	Demonstrate growth in craftsmanship through purposeful practice. **Clarifications:**
VA.2.S.3.3:	Follow directions for safety procedures and explain their importance in the art room.
VA.2.S.3.4:	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. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	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. **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:

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:

- 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:

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 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:

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?" • 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. • 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: • 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. **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.
HE.2.C.2.4:	Explain the ways that rules make the classroom, school, and community safer. **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).

General Course Information and Notes

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.

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

Educator Certifications

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

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

Course Standards

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.
VA.3.F.3.2:	Collaborate to complete a task in art. **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.
VA.3.H.2.3:	Describe various venues in which artwork is on display for public viewing. **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.O.1.1:	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.3.O.2.1:	Use creative and innovative ideas to complete personal artworks.
VA.3.O.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.
VA.3.S.1.2:	Use diverse resources to inspire artistic expression and achieve varied results. **Clarifications:** e.g., media center, technology, print materials
VA.3.S.1.3:	Incorporate ideas from art exemplars for specified time periods and cultures. **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).
LAFS.3.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly. 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. 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**
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
MAFS.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 with equal area, and describe the area of each part as 1/4 of the area of the shape.*

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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.
SC.3.P.8.3:	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

General Course Information and Notes

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

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: Course Approved

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

Educator Certifications

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

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

Course Standards

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.
VA.3.F.3.2:	Collaborate to complete a task in art. **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.
VA.3.H.2.3:	Describe various venues in which artwork is on display for public viewing. **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.O.1.1:	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.3.O.2.1:	Use creative and innovative ideas to complete personal artworks.
VA.3.O.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.
VA.3.S.1.2:	Use diverse resources to inspire artistic expression and achieve varied results. **Clarifications:** e.g., media center, technology, print materials
VA.3.S.1.3:	Incorporate ideas from art exemplars for specified time periods and cultures. **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.
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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. • 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.
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.
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.
SC.3.P.8.3:	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

General Course Information and Notes

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

Educator Certifications

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

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

Course Standards

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.
VA.4.C.2.1:	Revise artworks to meet established criteria. **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.
VA.4.F.3.1:	Create art to promote awareness of school and/or community concerns. **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.
VA.4.H.2.3:	Identify reasons to display artwork in public places. **Clarifications:** e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
VA.4.H.3.1:	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas. **Clarifications:** e.g., identify facts, ideas, solutions
VA.4.O.1.1:	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.O.1.2:	Identify the structural elements of art used to unite an artistic composition.
VA.4.O.2.1:	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
VA.4.O.3.1:	Apply meaning and relevance to document self or others visually in artwork. **Clarifications:** e.g., personal ideas, observations
VA.4.S.1.1:	Manipulate tools and materials to achieve diverse effects in personal works of art. **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.
VA.4.S.3.4:	Discuss the importance of copyright law in regard to the creation and production of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
MAFS.4.G.1.3:	Recognize a line of 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. Identify line-symmetric figures and draw lines of symmetry.
	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.

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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.4.SL.1.1:	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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **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.

General Course Information and Notes

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:
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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: 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

Course Standards

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.
VA.4.C.2.1:	Revise artworks to meet established criteria. **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.
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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.
VA.4.F.3.1:	Create art to promote awareness of school and/or community concerns. **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.
VA.4.H.2.3:	Identify reasons to display artwork in public places. **Clarifications:** e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
VA.4.H.3.1:	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas. **Clarifications:** e.g., identify facts, ideas, solutions
VA.4.O.1.1:	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.O.1.2:	Identify the structural elements of art used to unite an artistic composition.
VA.4.O.2.1:	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
VA.4.O.3.1:	Apply meaning and relevance to document self or others visually in artwork. **Clarifications:** e.g., personal ideas, observations
VA.4.S.1.1:	Manipulate tools and materials to achieve diverse effects in personal works of art. **Clarifications:** e.g., charcoal, colored pencil, block printing: reduction, stencil
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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.
VA.4.S.3.4:	Discuss the importance of copyright law in regard to the creation and production of art. **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. • 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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:	• 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:	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 efficiency. **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. **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.
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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.
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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

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.

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

Educator Certifications

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

Art - Intermediate 3 (#5001060) 2019 - 2022 (current)

Course Standards

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.
VA.5.C.2.3:	Apply established criteria to the art-making process to measure artistic growth. **Clarifications:** e.g., criteria set by teacher, student, or both
VA.5.C.2.4:	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.
VA.5.C.3.2:	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects. **Clarifications:** e.g., inference from color, line, shape, form
VA.5.C.3.3:	Critique works of art to understand the content and make connections with other content areas. **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.
VA.5.F.3.4:	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills. **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.
VA.5.H.3.1:	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas. **Clarifications:** e.g., identify facts, ideas, solutions
VA.5.O.1.1:	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2:	Organize the structural elements of art to achieve visual unity.
VA.5.O.1.3:	Explain how creative and technical ability is used to produce a work of art.
VA.5.O.2.1:	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. **Clarifications:** e.g., knowledge, empathy, technique, artistic choices, symbolic choices
VA.5.O.2.2:	Use a variety of sources for ideas to resolve challenges in creating original works.
VA.5.O.3.1:	Create meaningful and unique works of art to effectively communicate and document a personal voice.
VA.5.S.1.1:	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork. **Clarifications:** e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture
VA.5.S.1.2:	Use media, technology, and other resources to inspire personal art-making decisions. **Clarifications:** e.g., books, magazines, Internet, cameras, art visuals
VA.5.S.1.3:	Create artworks to depict personal, cultural, and/or historical themes. **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.

VA.5.S.2.2:	Identify sequential procedures to engage in art production. **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.
VA.5.S.3.4:	Use ethical standards, including copyright laws, when producing works of art. **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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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:	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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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

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.

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

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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: 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

Course Standards

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.
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VA.5.C.2.3:	Apply established criteria to the art-making process to measure artistic growth. **Clarifications:** e.g., criteria set by teacher, student, or both
VA.5.C.2.4:	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.
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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.
VA.5.F.3.4:	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills. **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.
VA.5.H.3.1:	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas. **Clarifications:** e.g., identify facts, ideas, solutions
VA.5.O.1.1:	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2:	Organize the structural elements of art to achieve visual unity.
VA.5.O.1.3:	Explain how creative and technical ability is used to produce a work of art.
VA.5.O.2.1:	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. **Clarifications:** e.g., knowledge, empathy, technique, artistic choices, symbolic choices
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VA.5.O.3.1:	Create meaningful and unique works of art to effectively communicate and document a personal voice.
VA.5.S.1.1:	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork. **Clarifications:** e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture
VA.5.S.1.2:	Use media, technology, and other resources to inspire personal art-making decisions. **Clarifications:** e.g., books, magazines, Internet, cameras, art visuals
VA.5.S.1.3:	Create artworks to depict personal, cultural, and/or historical themes. **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.

VA.5.S.2.2:	Identify sequential procedures to engage in art production. **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.
VA.5.S.3.4:	Use ethical standards, including copyright laws, when producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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.

MA.K12.MTR.5.1:	• 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?" • 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. • 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: • 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. **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.

General Course Information and Notes

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)

M/J Introduction to Art History (#0100060) 2015 - 2022 (current)

Course Standards

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.
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.
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.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.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.
LAFS.6.SL.1.1:	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. 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.
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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 project-based 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).

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)

M/J Introduction to Art History (#0100060) 2022 - And Beyond

Course Standards

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.
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.
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.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.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.
MA.K12.MTR.1.1:	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. **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:	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: • 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.

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:

- 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.

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.
- 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:

- 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.
- 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.

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.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.

General Course Information and Notes

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 project-based 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

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: 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)

Course Standards

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.3.2:	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
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.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
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.3.2:	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.
LAFS.6.SL.1.1:	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. 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.
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. 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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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: 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

Course Standards

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.3.2:	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
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.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
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.3.2:	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.
MA.K12.MTR.1.1:	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. **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:	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: • 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.
	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.

MA.K12.MTR.4.1:	• 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 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:	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?" • 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. • 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: • 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. **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.
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 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

Course Standards

Name	Description
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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.

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:

- 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:

- 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.
- 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.

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.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.

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.4.1:

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.5.1:

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.

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: State Board Approved

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

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.2.3:	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:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.O.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.
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
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 $V = l\ w\ h$ 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. **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 pyramids. **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.6.SL.1.1:	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. 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.
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 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

Educator Certifications

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

M/J Exploring Two-Dimensional Art (#0101005) 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.2.3:	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:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.O.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.
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:	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. **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:	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: • 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:

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 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:

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?"
- 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.
- 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:

- 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.

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.

General Course Information and Notes

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

Educator Certifications

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

M/J Two-Dimensional Studio Art 1 (#0101010) 2015 - 2022 (current)

Course Standards

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.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:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. **Clarifications:** e.g., private, public, and personal art collections
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. **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 various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.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.3.4:	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
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 $V = l\ w\ h$ 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. **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 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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.6.SL.1.1:	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. 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 Course Information and Notes

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:
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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: 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 1 (#0101010) 2022 - And Beyond

Course Standards

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.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:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. **Clarifications:** e.g., private, public, and personal art collections
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. **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 various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.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.3.4:	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:	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. **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:	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.

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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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.
- 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.

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 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

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)

Course Standards

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.
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
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
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.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.
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
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 $V = l\ w\ h$ 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. **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 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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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:	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 topic, text, or issue to probe and reflect on ideas under discussion. 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. 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.
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 Course Information and Notes

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:
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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: 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 2 (#0101020) 2022 - And Beyond

Course Standards

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.
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
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
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.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.
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:	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. **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:	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:

- 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:

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 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:

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?"
- 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.
- 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:

- 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.
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

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.

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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)

Course Standards

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.
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
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
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.1.5:	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.
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
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 $V = l\ w\ h$ 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. **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 pyramids. **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. **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

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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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:	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 topic, text, or issue to probe and reflect on ideas under discussion. 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. 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.
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 Course Information and Notes

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.

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

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

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

Course Standards

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.
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
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
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.1.5:	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.
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:	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. **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:	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: • 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:

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 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:

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?"
- 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.
- 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:

- 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.

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 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)

Course Standards

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.
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
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.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
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.O.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.
VA.68.S.1.3:	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. **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.
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
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 $V = l\ w\ h$ 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. **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 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.

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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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:	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, 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or 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) 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 Course Information and Notes

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

Course Path: Section: Grades PreK to 12 Education

Course Number: 0101026

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

Course Standards

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.
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
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.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
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.O.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.
VA.68.S.1.3:	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. **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.
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:	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. **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:	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:

- 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:

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 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:

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?"
- 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.
- 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:

- 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. **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

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

Course Path: Section: Grades PreK to 12 Education

Course Number: 0101026

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)

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.2.3:	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:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.
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.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.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.
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
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 $V = l\ w\ h$ 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. **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 pyramids. **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. **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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.6.SL.1.1:	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. 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.
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 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 Number: 0101035

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

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

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.2.3:	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:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.
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.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.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.
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
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	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. **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:	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: • 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:

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 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:

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?"
- 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.
- 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:

- 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.

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

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

Course Number: 0101035

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

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 1 (#0101040) 2015 - 2022

(current)

Course Standards

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.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:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.
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.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 various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.
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
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 $V = l\ w\ h$ 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. **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 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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.6.SL.1.1:	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. 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.
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 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

Course Standards

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.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:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.
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.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 various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.
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
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	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. **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:	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.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- 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:

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 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:

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?"
- 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.
- 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:

- 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.

ELA.K12.EE.1.1:	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 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

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: 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: 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 2 (#0101050) 2015 - 2022

(current)

Course Standards

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.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
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
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.
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.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
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.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.
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
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 $V = l\ w\ h$ 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. **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 pyramids.

	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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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:	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 topic, text, or issue to probe and reflect on ideas under discussion. 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. 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.
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 Course Information and Notes

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: 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: 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

Course Standards

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.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
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
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.
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.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
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.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.
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
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	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. **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:	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:

- 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:

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 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:

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?"
- 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.
- 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:

- 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. **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 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.

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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.

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document which delineates performance definitions and descriptors, please click on the following link:
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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)

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.
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
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.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.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.
VA.68.S.1.3:	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. **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.
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
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 $V = l\ w\ h$ 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. **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.2.4:	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 the circumference and area of a circle. **Standard Relation to Course: Supporting**
MAFS.7.G.2.5:	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. **Standard Relation to Course: Supporting**
MAFS.7.G.2.6:	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. **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**

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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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:	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, 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or 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) 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 Course Information and Notes

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.
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
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.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.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.
VA.68.S.1.3:	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. **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.
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
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	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. **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:	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.
	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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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.
- 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.

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

ELA.K12.EE.1.1:	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 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

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: 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 Visual Art 1 (#0101100) 2015 - 2022 (current)

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.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **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.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.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.
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.6.SL.1.1:	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. 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.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 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 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 Type: Elective Course

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 Visual Art 1 (#0101100) 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.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **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.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.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.
MA.K12.MTR.1.1:	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. **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:	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: • 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.
	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.

MA.K12.MTR.4.1:

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.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

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.

MA.K12.MTR.6.1:

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.

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 efficiency.

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 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.
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

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.

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 Type: Elective Course

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 Visual Art 2 (#0101110) 2015 - 2022 (current)

Course Standards

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
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
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.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
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.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 pyramids.
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
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 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: 0101110

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 Type: Elective Course

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 Visual Art 2 (#0101110) 2022 - And Beyond

Course Standards

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
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
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.O.1.3:	Combine creative and technical knowledge to produce visually strong 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.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	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. **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:	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.
	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.

MA.K12.MTR.3.1:	• 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:	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 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:	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?" • 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. • 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: • 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.
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

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.

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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

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 Type: Elective Course

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 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.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.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 pyramids.
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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 Type: Elective Course

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 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.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.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.
MA.K12.MTR.1.1:	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. **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:	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: • 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.
	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:

- 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.

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.
- 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:

- 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.
- 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.

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.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 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.

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 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 Type: Elective Course

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 Creative Photography 1 (#0102040) 2015 - 2022 (current)

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.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.
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.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.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 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.
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
LAFS.6.SL.1.1:	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. 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.
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

Educator Certifications

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

M/J Creative Photography 1 (#0102040) 2022 - And Beyond

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.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **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.
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.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.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 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.
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:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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.

	• 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.
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.
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 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)

M/J Creative Photography 2 (#0102050) 2015 - 2022 (current)

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.
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
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.
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.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.
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
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:	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 topic, text, or issue to probe and reflect on ideas under discussion. 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. d. 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.
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.
	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 7×8 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 2×7 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.

General Course Information and Notes

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

Educator Certifications

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

M/J Creative Photography 2 (#0102050) 2022 - And Beyond

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.
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
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.
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.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.
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:	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. **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.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

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.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

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.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

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.

MA.K12.MTR.6.1:

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.

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 efficiency.
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.
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 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 (Elementary 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
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.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:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **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.
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.3.3:	Create imaginative works to include background knowledge or information from other subjects. **Clarifications:** e.g., from history, environment, literary works
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
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.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.
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
LAFS.6.SL.1.1:	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. 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.
	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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

Art (Elementary and Secondary Grades K-12)

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

Course Standards

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.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:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **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.
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.3.3:	Create imaginative works to include background knowledge or information from other subjects. **Clarifications:** e.g., from history, environment, literary works
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
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.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.
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:	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. **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:	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:

- 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:

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 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:

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?"
- 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.
- 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:

- 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. **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 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

Art (Elementary and Secondary Grades K-12)

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

Course Standards

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.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **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
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.
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
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:	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 topic, text, or issue to probe and reflect on ideas under discussion. 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. 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.
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.
	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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

Art (Elementary and Secondary Grades K-12)

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

Course Standards

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.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **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
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **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.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **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.
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:	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. **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:	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:

- 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:

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 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:

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?"
- 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.
- 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:

- 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. **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 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

Art (Elementary and Secondary Grades K-12)

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

Course Standards

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.
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **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.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.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.
VA.68.S.1.3:	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. **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.
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
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:	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, 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or 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) 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.
	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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

Art (Elementary and Secondary Grades K-12)

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

Course Standards

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.
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **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.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.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.
VA.68.S.1.3:	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. **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.
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:	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. **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:	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:

- 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:

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 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:

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?"
- 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.
- 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:

- 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. **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 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

Art (Elementary and Secondary Grades K-12)

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

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:** 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 Number: 0100300

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 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)

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

Course Standards

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
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **Clarifications:** 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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.
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
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:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
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. 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 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.3.7:	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.3.8:	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.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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

Number of Credits: Half credit (.5)

Course Length: Semester (S)

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 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

Course Standards

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
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **Clarifications:** 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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.
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
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:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
MA.K12.MTR.1.1:	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. **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:	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.
	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.

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: • 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:	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 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:	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?" • 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. • 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: • 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. **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 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

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

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

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)

Course Standards

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.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **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 qualities.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **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.
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
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.
VA.912.H.1.10:	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. **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.
VA.912.H.2.3:	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.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
VA.912.H.2.6:	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. **Clarifications:** e.g., historical periods, cultures
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **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.
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. 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 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.3.7:	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.
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

Number of Credits: Half credit (.5)

Course Length: Semester (S)

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 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

Course Standards

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.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **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 qualities.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **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.
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
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.
VA.912.H.1.10:	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. **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.
VA.912.H.2.3:	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.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
VA.912.H.2.6:	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. **Clarifications:** e.g., historical periods, cultures
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
MA.K12.MTR.1.1:	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. **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:	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:

- 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:

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 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:

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?"
- 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.
- 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:

- 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. **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 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.

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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

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

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

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)

Course Standards

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.
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
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.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **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.
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
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.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
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. 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 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.3.7:	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.3.8:	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.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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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 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: 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

Course Standards

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.
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
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.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **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.
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
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.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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. **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.

General Course Information and Notes

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

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 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 Status: Course 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:** Research / Studio / Theory >

Abbreviated Title: ART TRAN

Course Length: Not Applicable

Art Transfer (#0100990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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.

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:

- 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:

- 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.
- 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.

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.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.

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.4.1:

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.5.1:

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.

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: State Board Approved

Two-Dimensional Studio Art 1 (#0101300) 2015 - 2022 (current)

Course Standards

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
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** 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 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.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.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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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 visual coherence.
VA.912.O.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.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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

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
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. 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 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.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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

GENERAL INFORMATION

Course Number: 0101300

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

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

Two-Dimensional Studio Art 1 (#0101300) 2022 - And Beyond

Course Standards

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
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** 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 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.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.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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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 visual coherence.
VA.912.O.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.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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

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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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. **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 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

GENERAL INFORMATION

Course Number: 0101300

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

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

Two-Dimensional Studio Art 2 (#0101310) 2015 - 2022 (current)

Course Standards

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.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.F.2.2:	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. **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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **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
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.O.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.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. **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.
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
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:** 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
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.
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.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. 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 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.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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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

Two-Dimensional Studio Art 2 (#0101310) 2022 - And Beyond

Course Standards

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.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.F.2.2:	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. **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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **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
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.O.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.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. **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.
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
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:** 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:	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. **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:	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: • 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:	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 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.

MA.K12.MTR.5.1:	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?" • 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. • 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: • 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. **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 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 Course Information and Notes

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

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

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

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

(current)

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.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.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **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.
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
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.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **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.
VA.912.H.2.3:	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.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.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.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.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.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	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.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **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.
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
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:**

	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:	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:	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 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 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:	**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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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 Number: 0101320

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 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)

Two-Dimensional Studio Art 3 Honors (#0101320) 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.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.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **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.
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
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.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **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.
VA.912.H.2.3:	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.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.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.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.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.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	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.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **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.
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
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:**

	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:	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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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.

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: • 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.
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. • 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: • 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. **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.

General Course Information and Notes

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 Number: 0101320

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 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)

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

Course Standards

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
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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.3.4:	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.3.5:	Use appropriately cited sources to document research and present information on visual culture. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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.
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
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:** 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.3.10:	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.
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.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

LAFS.910.SL.1.1:	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 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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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

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

Course Standards

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
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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.3.4:	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.3.5:	Use appropriately cited sources to document research and present information on visual culture. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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.
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
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:** 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.3.10:	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.
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
	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.
- 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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:	• 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:	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 efficiency. **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. **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 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

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

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

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

Course Standards

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.
VA.912.F.2.2:	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. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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:** 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:** e.g., plagiarism, appropriation from the Internet and other sources
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.
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
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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. 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 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.
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 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

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

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

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

Course Standards

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.
VA.912.F.2.2:	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. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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:** 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:** e.g., plagiarism, appropriation from the Internet and other sources
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.
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
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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 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

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

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

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

Three-Dimensional Studio Art 3 Honors (#0101350) 2015 - 2022 (current)

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:	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.
VA.912.H.2.3:	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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.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.
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
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:** e.g., plagiarism, appropriation from the Internet and other sources
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
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
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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:	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 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 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.

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

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 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)

Three-Dimensional Studio Art 3 Honors (#0101350) 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:	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.
VA.912.H.2.3:	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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.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.
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
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:** e.g., plagiarism, appropriation from the Internet and other sources
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
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
MA.K12.MTR.1.1:	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. **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:

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:

- 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:

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 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:

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?" • 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. • 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: • 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. **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.

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: 0101350

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 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)

Creating Two-Dimensional Art (#0101355) 2015 - 2022 (current)

Course Standards

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
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., 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 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.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.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines 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.O.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.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:** 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:** e.g., plagiarism, appropriation from the Internet and other sources
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.
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. 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 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.
	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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

Course Path: Section: Grades PreK to 12 Education

Course Number: 0101355

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive > **Abbreviated Title:** CREATING 2-D ART

Number of Credits: Half credit (.5)

Course Length: Semester (S)

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

Creating Two-Dimensional Art (#0101355) 2022 - And Beyond

Course Standards

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
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., 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 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.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.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines 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.O.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.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:** 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:** e.g., plagiarism, appropriation from the Internet and other sources
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.
MA.K12.MTR.1.1:	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. **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:	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:

- 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:

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 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:

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?"
- 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.
- 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:

- 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. **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 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

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

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

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

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

Course Standards

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
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., 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 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.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.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.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.2.2:	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.
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
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:** e.g., plagiarism, appropriation from the Internet and other sources
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.
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. 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 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.
	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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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 Length: Semester (S)
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 Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Creating Three-Dimensional Art (#0101365) 2022 - And Beyond

Course Standards

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
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., 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 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.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.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
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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.2.2:	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.
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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:** 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:** e.g., plagiarism, appropriation from the Internet and other sources
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.
MA.K12.MTR.1.1:	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. **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:	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:

- 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:

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 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:

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?"
- 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.
- 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:

- 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. **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.
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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 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.

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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 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

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

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-a-levels/curriculum/.

GENERAL INFORMATION

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

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary 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-a-levels/curriculum/.

GENERAL INFORMATION

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

Educator Certifications

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-a-levels/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 (AICE)

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)

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-a-levels/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

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 2 AL

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 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 >

Abbreviated Title: PRE-AICE ART&DES3DIG

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

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)

Fine Craft Studio Art 1 (#0101440) 2015 - 2022 (current)

Course Standards

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
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.
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.1.6:	Create a timeline for the development of artists' materials to show multiple influences on the use of art media. **Clarifications:** e.g., economic, political, cultural, religious
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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.O.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.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.
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
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:** 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
VA.912.S.3.9:	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms. **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.
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

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 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. 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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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

Fine Craft Studio Art 1 (#0101440) 2022 - And Beyond

Course Standards

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
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.
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.1.6:	Create a timeline for the development of artists' materials to show multiple influences on the use of art media. **Clarifications:** e.g., economic, political, cultural, religious
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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.O.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.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.
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
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:** 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
VA.912.S.3.9:	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms. **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.
	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.
- 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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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.

MA.K12.MTR.6.1:	• 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:	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 efficiency. **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. **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 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

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

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

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

Fine Craft Studio Art 2 (#0101450) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **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."
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **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.
VA.912.F.2.2:	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. **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.
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
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.10:	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. **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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
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.3.1:	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.1.3:	Interpret and reflect on cultural and historical events to create art. **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.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
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:** 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
	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
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.
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.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. 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 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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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: 0101450

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

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

Fine Craft Studio Art 2 (#0101450) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **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."
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **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.
VA.912.F.2.2:	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. **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.
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
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.10:	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. **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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
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.3.1:	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.1.3:	Interpret and reflect on cultural and historical events to create art. **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.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
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:** 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
	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
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.
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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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.

MA.K12.MTR.5.1:	• 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?" • 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. • 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: • 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. **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.

General Course Information and Notes

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 Number: 0101450

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

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 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
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
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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.3.4:	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.3.5:	Use appropriately cited sources to document research and present information on visual culture. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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.
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
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:** 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.3.10:	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.
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.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. 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 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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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

Ceramics/Pottery 1 (#0102300) 2022 - And Beyond

Course Standards

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

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
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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.3.4:	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.3.5:	Use appropriately cited sources to document research and present information on visual culture. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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.
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
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:** 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.3.10:	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.
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

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.
- 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.

MA.K12.MTR.2.1:

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.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

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.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

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.

MA.K12.MTR.6.1:	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:	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 efficiency. **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. **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 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 Number: 0102300

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

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

Ceramics/Pottery 1 (#0102305) 2015 - 2022 (current)

Course Standards

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
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.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.3.4:	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.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
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.3.1:	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.
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
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.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.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. 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 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.1.3:	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.
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

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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

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

Number of Credits: Half credit (.5)

Course Length: Semester (S)

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

Ceramics/Pottery 1 (#0102305) 2022 - And Beyond

Course Standards

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
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.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.3.4:	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.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
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.3.1:	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.
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
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.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
MA.K12.MTR.1.1:	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. **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.

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:

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 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:

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?"
- 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 efficiency.

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.
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 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

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

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

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

Ceramics/Pottery 2 (#0102310) 2015 - 2022 (current)

Course Standards

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.
VA.912.F.2.2:	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. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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:** 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:** e.g., plagiarism, appropriation from the Internet and other sources
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.
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.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. 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 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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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

Ceramics/Pottery 2 (#0102310) 2022 - And Beyond

Course Standards

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.
VA.912.F.2.2:	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. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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:** 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:** e.g., plagiarism, appropriation from the Internet and other sources
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.
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
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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 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

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: 0102310

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

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

Ceramics/Pottery 3 Honors (#0102320) 2015 - 2022 (current)

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:	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.
VA.912.H.2.3:	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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.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.
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
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:** e.g., plagiarism, appropriation from the Internet and other sources
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
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:	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 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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

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 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

Course Path: Section: Grades PreK to 12 Education

Course Number: 0102320

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

Educator Certifications

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

Ceramics/Pottery 3 Honors (#0102320) 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:	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.
VA.912.H.2.3:	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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.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.
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
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:** e.g., plagiarism, appropriation from the Internet and other sources
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
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
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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 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 Number: 0102320

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 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 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-a-levels/curriculum/

GENERAL INFORMATION

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

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) 2015 - 2022 (current)

Course Standards

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.
VA.912.F.3.8:	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. **Clarifications:** e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
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.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.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.
LAFS.1112.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 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 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 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.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.912.G-GMD.2.4:	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. **Standard Relation to Course: Supporting**
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). ★ **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. 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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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 Number: 0102340	**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
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)

Art Collaboration: Designing Solutions for Art, Work, and Life Honors (#0102340) 2022 - And Beyond

Course Standards

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.
VA.912.F.3.8:	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. **Clarifications:** e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
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.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.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.
MA.K12.MTR.1.1:	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. **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:	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: • 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:

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 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:

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?"
- 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.
- 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:

- 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.

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 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

GENERAL INFORMATION

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)

Advanced Placement Drawing (#0104300) 2019 - 2022 (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/Drawing".

GENERAL INFORMATION

Course Number: 0104300

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

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

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)

Advanced Placement Drawing (#0104300) 2022 - And Beyond

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/Drawing".

GENERAL INFORMATION

Course Number: 0104300

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

Educator Certifications

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

Drawing 1 (#0104335) 2015 - 2022 (current)

Course Standards

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
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.
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.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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
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
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. 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 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.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.
	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).
	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.

General Course Information and Notes

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

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

Number of Credits: Half credit (.5)

Course Length: Semester (S)

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

Drawing 1 (#0104335) 2022 - And Beyond

Course Standards

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
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.
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.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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
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
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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. • 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.
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.
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 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

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

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

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

Drawing 1 (#0104340) 2015 - 2022 (current)

Course Standards

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
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** 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 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.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.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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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 visual coherence.
VA.912.O.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.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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

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
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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. 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 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.
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 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

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

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

Drawing 1 (#0104340) 2022 - And Beyond

Course Standards

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
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** 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 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.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.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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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 visual coherence.
VA.912.O.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.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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

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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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. **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 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: 0104340

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

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

Drawing 2 (#0104350) 2015 - 2022 (current)

Course Standards

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.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.F.2.2:	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. **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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **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
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.O.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.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. **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.
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
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:** 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
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.
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
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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. 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 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.
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 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

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

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

Drawing 2 (#0104350) 2022 - And Beyond

Course Standards

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.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.F.2.2:	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. **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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **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
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.O.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.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. **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.
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
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:** 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
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.
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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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.

MA.K12.MTR.5.1:	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?" • 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. • 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: • 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. **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 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 Course Information and Notes

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

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

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

Drawing 3 Honors (#0104360) 2015 - 2022 (current)

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.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.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **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.
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
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.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **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.
VA.912.H.2.3:	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.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.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.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.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.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	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.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **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.
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
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:** 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:	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
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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:	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 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 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 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

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

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)

Drawing 3 Honors (#0104360) 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.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.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **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.
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
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.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **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.
VA.912.H.2.3:	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.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.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.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.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.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	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.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **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.
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
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:** 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:	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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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. **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 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 Number: 0104360

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

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)

Course Standards

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
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.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.
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.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.O.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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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
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
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:	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 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.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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

Number of Credits: Half credit (.5)

Course Length: Semester (S)

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

Painting 1 (#0104365) 2022 - And Beyond

Course Standards

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
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.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.
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.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.O.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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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
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
MA.K12.MTR.1.1:	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. **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.

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:

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 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:

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?"
- 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 efficiency.

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.
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 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

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

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

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

Painting 1 (#0104370) 2015 - 2022 (current)

Course Standards

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
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** 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 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.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.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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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 visual coherence.
VA.912.O.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.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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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

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
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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. 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 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.
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 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.

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GENERAL INFORMATION

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

Painting 1 (#0104370) 2022 - And Beyond

Course Standards

Name	Description
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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.
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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.O.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.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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

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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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. **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 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: 0104370

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

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

Painting 2 (#0104380) 2015 - 2022 (current)

Course Standards

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.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.F.2.2:	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. **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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **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
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.O.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.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. **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.
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
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:** 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
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.
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
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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. 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 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.
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 develop and refine technical skills and create 2-D compositions in painting. Student artists 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: 0104380

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

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

Painting 2 (#0104380) 2022 - And Beyond

Course Standards

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.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.F.2.2:	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. **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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **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
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.O.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.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. **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.
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
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:** 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
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.
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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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.

MA.K12.MTR.5.1:	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?" • 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. • 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: • 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. **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 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 Course Information and Notes

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 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: 0104380

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

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

Painting 3 Honors (#0104390) 2015 - 2022 (current)

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.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.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **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.
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
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.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **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.
VA.912.H.2.3:	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.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.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.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.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.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	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.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **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.
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
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:** 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:	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
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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:	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 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 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 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

GENERAL INFORMATION

Course Number: 0104390

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 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)

Painting 3 Honors (#0104390) 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.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.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **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.
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
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.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **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.
VA.912.H.2.3:	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.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.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.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.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.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	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.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **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.
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
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:** 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:	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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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.
	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 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 Number: 0104390

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 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)

Course Standards

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
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** 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 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.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.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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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 visual coherence.
VA.912.O.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.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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

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
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. 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 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). ★ **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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

Course Standards

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
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** 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 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.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.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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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 visual coherence.
VA.912.O.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.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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

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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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. **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 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

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: State Board Approved

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)

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 Number: 0104415

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: 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/

GENERAL INFORMATION

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/

GENERAL INFORMATION

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 Number: 0105315

Course Path: Section: Grades PreK to 12 Education 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/

GENERAL INFORMATION

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)

Film 1 (#0107410) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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, qualifications, supply-and-demand, market location, and potential earnings.
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.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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.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.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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
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:** 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.
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.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:	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 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.3.8:	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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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)
Drama (Grades 6-12)

Film 1 (#0107410) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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, qualifications, supply-and-demand, market location, and potential earnings.
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.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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.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.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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
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:** 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.
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
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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 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

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

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)
Drama (Grades 6-12)

Film 2 (#0107420) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.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.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.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.1.7:	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.1.8:	Use technology to simulate art-making processes and techniques. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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:** 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.3.10:	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.
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.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:	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 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.3.8:	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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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: Course 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) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.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.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.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.1.7:	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.1.8:	Use technology to simulate art-making processes and techniques. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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:** 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.3.10:	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.
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

MA.K12.MTR.1.1:

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.

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:

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:

- 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:

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 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:

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?" • 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. • 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: • 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. **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 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

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Film 3 Honors (#0107430) 2015 - 2022 (current)

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.1.3:	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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
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
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.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.2.3:	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.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot 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.
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:** 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.
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.
	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:	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 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 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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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.1.3:	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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
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
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.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.2.3:	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.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot 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.
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:** 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.
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.
	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.
- 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.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

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.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

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.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

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.
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. • 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: • 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. **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 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

GENERAL INFORMATION

Course Number: 0107430

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

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 (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Visual Technology 1 (#0107440) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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, qualifications, supply-and-demand, market location, and potential earnings.
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.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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.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.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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
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:** 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.
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.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:	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 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.3.8:	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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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)
Drama (Grades 6-12)

Visual Technology 1 (#0107440) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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, qualifications, supply-and-demand, market location, and potential earnings.
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.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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.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.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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
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:** 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.
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
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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 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

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: 0107440

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

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)
Drama (Grades 6-12)

Visual Technology 2 (#0107450) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.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.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.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.1.7:	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.1.8:	Use technology to simulate art-making processes and techniques. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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:** 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.3.10:	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.
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.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:	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 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.3.8:	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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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:
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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: Course 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)

Visual Technology 2 (#0107450) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
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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.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
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VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
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VA.912.O.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.
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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.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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:** 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.3.10:	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.
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

MA.K12.MTR.1.1:

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.

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:

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:

- 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:

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 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:

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?" • 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. • 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: • 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. **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 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

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Visual Technology 3 Honors (#0107460) 2015 - 2022 (current)

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.1.3:	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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
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
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.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.2.3:	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.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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:** 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.
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.
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:	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 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 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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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 (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Visual Technology 3 Honors (#0107460) 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.1.3:	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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
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
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.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.2.3:	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.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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:** 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.
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.
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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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. **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 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

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: VISUAL TECH 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)

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

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

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

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

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

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

Number of Credits: One (1) credit

Course Length: Year (Y)

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

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

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

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

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-a-levels/curriculum/.

GENERAL INFORMATION

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-a-levels/curriculum/.

GENERAL INFORMATION

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)

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.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.1.3:	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.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.3.4:	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.3.10:	Apply rules of convention to create purposeful design. **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.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **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.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.O.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.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.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **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.
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
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:** 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:	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 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:	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 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.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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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

Creative Photography 1 (#0108310) 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.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.1.3:	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.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.3.4:	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.3.10:	Apply rules of convention to create purposeful design. **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.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **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.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.O.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.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.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **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.
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
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:** 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:	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:
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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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.

MA.K12.MTR.6.1:	• 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:	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 efficiency. **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. **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 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

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

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

Creative Photography 2 (#0108320) 2015 - 2022 (current)

Course Standards

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.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **Clarifications:** e.g., four-dimensional media, motion or multi-media
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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."
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **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.
VA.912.F.2.2:	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. **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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
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
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.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.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.7:	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.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.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
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.1.1:	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:	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 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.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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

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

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

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

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

Creative Photography 2 (#0108320) 2022 - And Beyond

Course Standards

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.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **Clarifications:** e.g., four-dimensional media, motion or multi-media
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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."
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **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.
VA.912.F.2.2:	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. **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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
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
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.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.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.7:	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.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.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
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.
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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. **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 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

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

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

Creative Photography 3 Honors (#0108330) 2015 - 2022 (current)

Course Standards

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.
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
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.
VA.912.H.2.3:	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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.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.1.7:	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.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
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
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:** 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.
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.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.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 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 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 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,

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**
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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 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: 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)

Creative Photography 3 Honors (#0108330) 2022 - And Beyond

Course Standards

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.
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
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.
VA.912.H.2.3:	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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.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.1.7:	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.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
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
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:** 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.
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.
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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.

	• 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.
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.
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 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 Number: 0108355

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: 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-a-levels/curriculum/.

GENERAL INFORMATION

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-a-levels/curriculum/.

GENERAL INFORMATION

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)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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, qualifications, supply-and-demand, market location, and potential earnings.
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.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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.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.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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
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:** 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.
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.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:	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 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.3.8:	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:	**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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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)

Digital Art Imaging 1 (#0108370) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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, qualifications, supply-and-demand, market location, and potential earnings.
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.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.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.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.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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
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:** 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.
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
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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 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

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: 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

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 2 (#0108380) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.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.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.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.1.7:	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.1.8:	Use technology to simulate art-making processes and techniques. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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:** 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.3.10:	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.
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.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:	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 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.3.8:	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:	**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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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 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: Course 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) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.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.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.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.1.7:	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.1.8:	Use technology to simulate art-making processes and techniques. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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:** 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.3.10:	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.
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

MA.K12.MTR.1.1:

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.

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:

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:

- 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:

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 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:

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?" • 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. • 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: • 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. **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 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)

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.1.3:	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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
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
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.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.2.3:	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.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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:** 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.
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.
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:	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 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 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:	**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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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.1.3:	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.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
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
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.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.2.3:	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.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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:** 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.
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.
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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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. **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 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 >

Abbreviated Title: DIGITAL ART IMG 3 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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)

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-a-levels/curriculum/.

GENERAL INFORMATION

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

Educator Certifications

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-a-levels/curriculum/.

GENERAL INFORMATION

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

Educator Certifications

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 Number: 0108450

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:** Digital Arts >

Abbreviated Title: IB MYP GRAPHIC ARTS

Course Length: Semester (S)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

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)

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.1.8:	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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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
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:** 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.
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:	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 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 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 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. **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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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 Number: 0109310

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: 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

Educator Certifications

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

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.1.8:	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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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
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:** 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.
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.
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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 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 Number: 0109310

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: 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

Educator Certifications

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)

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.1.8:	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.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** 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.
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.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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
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:** 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.
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:	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 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 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:	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.
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

GENERAL INFORMATION

Course Number: 0109320

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: 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

Educator Certifications

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

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.1.8:	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.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** 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.
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.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **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.
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
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:** 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.
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.
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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 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 Number: 0109320

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: 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

Educator Certifications

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

Portfolio Development: Three-Dimensional Design Honors (#0109330) 2015 - 2022 (current)

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.1.8:	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.
VA.912.H.2.6:	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. **Clarifications:** 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.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.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.
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
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:** 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.
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
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:	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 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 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:	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. **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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

GENERAL INFORMATION

Course Number: 0109330

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: 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: 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)
Graphic Arts (Secondary Grades 7-12)

Portfolio Development: Three-Dimensional Design Honors (#0109330) 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.1.8:	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.
VA.912.H.2.6:	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. **Clarifications:** 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.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
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.O.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.
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
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:** 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.
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
MA.K12.MTR.1.1:	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. **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:	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:

- 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:

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 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:

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?"
- 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.
- 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: • 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. **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 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 Number: 0109330

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: 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

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

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

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

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

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

Printmaking 1 (#0110300) 2015 - 2022 (current)

Course Standards

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
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** 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 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.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.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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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 visual coherence.
VA.912.O.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.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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

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
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:	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 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.
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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

Printmaking 1 (#0110300) 2022 - And Beyond

Course Standards

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
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** 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 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.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.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.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **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 visual coherence.
VA.912.O.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.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **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.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
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
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:** 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

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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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:	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?" • 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. • 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: • 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. **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 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

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

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

Sculpture 1 (#0111310) 2015 - 2022 (current)

Course Standards

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
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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.3.4:	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.3.5:	Use appropriately cited sources to document research and present information on visual culture. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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.
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
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:** 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.3.10:	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.
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.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

LAFS.910.SL.1.1:	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 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.
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

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

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

Sculpture 1 (#0111310) 2022 - And Beyond

Course Standards

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
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.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **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.3.4:	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.3.5:	Use appropriately cited sources to document research and present information on visual culture. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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.
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
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:** 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.3.10:	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.
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
	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.
- 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.

MA.K12.MTR.2.1:

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.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

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.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

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:	• 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:	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 efficiency. **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. **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 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

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

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

Sculpture 2 (#0111320) 2015 - 2022 (current)

Course Standards

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.
VA.912.F.2.2:	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. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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:** 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:** e.g., plagiarism, appropriation from the Internet and other sources
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.
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.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. 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 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.
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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

General Course Information and Notes

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

Course Path: Section: Grades PreK to 12 Education

Course Number: 0111320

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

Course Standards

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.
VA.912.F.2.2:	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. **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.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **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.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.3.1:	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:** 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:** e.g., plagiarism, appropriation from the Internet and other sources
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.
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
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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 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

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: 0111320

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

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

Sculpture 3 Honors (#0111330) 2015 - 2022 (current)

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:	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.
VA.912.H.2.3:	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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.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.
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
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:** e.g., plagiarism, appropriation from the Internet and other sources
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
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:	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 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 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.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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.

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. 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

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

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)

Sculpture 3 Honors (#0111330) 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:	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.
VA.912.H.2.3:	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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.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.
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
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:** e.g., plagiarism, appropriation from the Internet and other sources
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
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
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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. 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 Number: 0111330

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

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)

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.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.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **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.
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
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.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **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.
VA.912.H.2.3:	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.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.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.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.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.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	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.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **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.
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
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:** 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:	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
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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. 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 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.3.7:	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.

General Course Information and Notes

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 Number: 0114800

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 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

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

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.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.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **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.
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
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.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **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.
VA.912.H.2.3:	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.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.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.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.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.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	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.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **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.
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
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:** 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:	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
MA.K12.MTR.1.1:	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. **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:	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: • 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:	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 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.

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: • 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.
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. • 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: • 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. **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.

General Course Information and Notes

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.

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: 0114800

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 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

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 2 (#0114810) 2015 - 2022 (current)

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:	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.
VA.912.H.2.3:	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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.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.
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
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:** e.g., plagiarism, appropriation from the Internet and other sources
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
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
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**
MAFS.912.G-CO.4.12:	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.* **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. **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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 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.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:	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 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 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 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 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

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (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:	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.
VA.912.H.2.3:	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.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
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.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.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.
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
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:** e.g., plagiarism, appropriation from the Internet and other sources
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
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
MA.K12.MTR.1.1:	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. **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:

- 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.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

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.

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.
- 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:

- 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:	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 efficiency. **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. **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

GENERAL INFORMATION

Course Number: 0114810

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

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

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

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

Number of Credits: One (1) credit

Course Length: Year (Y)

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

Educator Certifications

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

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

Number of Credits: One (1) credit

Course Length: Year (Y)

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

Educator Certifications

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

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

Number of Credits: One (1) credit

Course Length: Year (Y)

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

Educator Certifications

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

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

Number of Credits: One (1) credit

Course Length: Year (Y)

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

Educator Certifications

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

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

Number of Credits: One (1) credit

Course Length: Year (Y)

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

Educator Certifications

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

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9

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: PRE-AP VISUAL ARTS

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

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