

SCOPE & SEQUENCE -- K-12 VISUAL ART STANDARDS
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COURSE DESCRIPTIONS
NEXT GENERATION SUNSHINE STATE STANDARDS (VA)
ASSIGNED FLORIDA STANDARDS (LAFS, MAFS)
OTHER ASSIGNED CONTENT STANDARDS
All instruction related to Visual Art standards should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art standards listed in art courses are also required and should be fully integrated in support of arts instruction. All courses incorporate hands-on activities and consumption of art materials.
GRADE SPECIFIC COURSE DESCRIPTIONS
Kindergarten
5001010

GRADE SPECIFIC COURSE DESCRIPTIONS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
5001010	5001020	5001030	5001040	5001050	5001060		

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.	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.	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.	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.	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.	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.	Refer to specific course descriptions.	Refer to specific course descriptions.
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BIG IDEA - C (Strand)
Critical Thinking and Reflection: Critical and creative thinking, self-expression, and communication with others are central to the arts.
ENDURING UNDERSTANDING 1 (Standard)
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

GRADE SPECIFIC STANDARDS

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.C.1.1	VA.1.C.1.1	VA.2.C.1.1	VA.3.C.1.1	VA.4.C.1.1	VA.5.C.1.1	VA.68.C.1.1	VA.912.C.1.1
Create and share personal works of art with others.	Create and discuss works of art that convey personal interests.	Use the art-making process to communicate personal interests and self-expression.	Use the art-making process to develop ideas for self expression.	Integrate ideas during the art making process to convey meaning in personal works of art.	Develop a range of interests in the art-making process to influence personal decision making.	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self expression.
	VA.1.C.1.2	VA.2.C.1.2	VA.3.C.1.2	VA.4.C.1.2	VA.5.C.1.2	VA.68.C.1.2	VA.912.C.1.2
	Gather clues to help interpret and reflect on works of art.	Reflect on and discuss various possible meanings in works of art.	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
					VA.5.C.1.3	VA.68.C.1.3	VA.912.C.1.3
					Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. e.g., personal, cultural, historical	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. 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. e.g., four-dimensional media, motion or multi-media

							VA.912.C.1.6
							Identify rationale for aesthetic choices in recording visual media. e.g., two-, three-, and 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.1.8
							Explain the development of meaning and procedural choices throughout the creative process to

							defend artistic intention.
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BIG IDEA - C (Strand)							
Critical Thinking and Reflection: Critical and creative thinking, self-expression, and communication with others are central to the arts.							
ENDURING UNDERSTANDING 2 (Standard)							
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.C.2.1	VA.1.C.2.1	VA.2.C.2.1	VA.3.C.2.1	VA.4.C.2.1	VA.5.C.2.1	VA.68.C.2.1	VA.912.C.2.1
Describe personal choices made in the creation of artwork.	Describe visual imagery used to complete artwork.	Use appropriate decision making skills to meet intended artistic objectives.	Assess personal artworks for completeness and success in meeting intended objectives.	Revise artworks to meet established criteria. e.g., criteria set by teacher, student, or both	Revise artwork as a necessary part of the creative process to achieve an artistic goal.	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.K.C.2.2	VA.1.C.2.2	VA.2.C.2.2	VA.3.C.2.2	VA.4.C.2.2	VA.5.C.2.2	VA.68.C.2.2	VA.912.C.2.2
Identify media used by self or peers.	Use various media or techniques to learn how changes affect the completed artwork.	Identify skillful techniques used in works by peers and others. e.g., painting, drawing, clay, collage, printmaking techniques	Compare techniques used by peers and established artists as a basis for improving one's own work.	Use various resources to generate ideas for growth in personal works.	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.	Evaluate artwork objectively during group assessment to determine areas for refinement.	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

							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.

BIG IDEA - C (Strand)							
Critical Thinking and Reflection: Critical and creative thinking, self-expression, and communication with others are central to the arts.							
ENDURING UNDERSTANDING 3 (Standard)							
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
	VA.1.C.3.1	VA.2.C.3.1	VA.3.C.3.1	VA.4.C.3.1	VA.5.C.3.1	VA.68.C.3.1	VA.912.C.3.1

	Identify vocabulary that is used in both visual art and other contexts. e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science	Use accurate art vocabulary to identify connections among visual art and other contexts.	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.	Use accurate art vocabulary when analyzing works of art.	Use the structural elements of art and organizational principles of design when engaged in art criticism.	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
	VA.1.C.3.2	VA.2.C.3.2	VA.3.C.3.2	VA.4.C.3.2	VA.5.C.3.2	VA.68.C.3.2	VA.912.C.3.2
	Distinguish between artwork, utilitarian objects, and objects from nature.	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.	Describe the connections between visual art and other contexts through observation and art criticism.	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects. e.g., inference from color, line, shape, form	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
			VA.3.C.3.3	VA.4.C.3.3	VA.5.C.3.3	VA.68.C.3.3	VA.912.C.3.3
			Explain the similarities and differences between artworks and utilitarian objects.	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.	Critique works of art to understand the content and make connections with other content areas. e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology	Use analytical skills to understand meaning and explain connections with other contexts.	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
						VA.68.C.3.4	VA.912.C.3.4

						Compare the uses for artwork and utilitarian objects to determine their significance in society.	Use analytical skills to examine issues in non-visual art contexts. e.g., review objective facts; suspend judgment; see the parts, visualize the finished product.
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							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. e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art

BIG IDEA - S (Strand)
Skills, Techniques, and Processes: Through dance, music, theatre, and visual art, students learn that beginnings, amateurs, and professionals benefit from working to improve and maintain skills over time.

ENDURING UNDERSTANDING 1 (Standard)

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

GRADE SPECIFIC STANDARDS

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.S.1.1	VA.1.S.1.1	VA.2.S.1.1	VA.3.S.1.1	VA.4.S.1.1	VA.5.S.1.1	VA.68.S.1.1	VA.912.S.1.1
Explore art processes and media to produce artworks. e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint	Experiment with art processes and media to express ideas. e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive	Experiment with tools and techniques as part of art making processes. e.g., brush for details, fiber, series of prints, mixed media, clay	Manipulate tools and media to enhance communication in personal artworks.	Manipulate tools and materials to achieve diverse effects in personal works of art. e.g., charcoal, colored pencil, block printing: reduction, stencil	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork. e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.K.S.1.2	VA.1.S.1.2	VA.2.S.1.2	VA.3.S.1.2	VA.4.S.1.2	VA.5.S.1.2	VA.68.S.1.2	VA.912.S.1.2
Produce artwork influenced by personal decisions and ideas.	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences. e.g., media specific techniques	Use diverse resources to inspire expression of personal ideas and experiences in works of art. e.g., media, new technology	Use diverse resources to inspire artistic expression and achieve varied results. e.g., media center, technology, print materials	Explore and use media, technology, and other art resources to express ideas visually.	Use media, technology, and other resources to inspire personal art-making decisions. e.g., books, magazines, Internet, cameras, art visuals	Use media, technology, and other resources to derive ideas for personal art making.	Investigate the use of technology and other resources to inspire art making decisions.
	VA.1.S.1.3	VA.2.S.1.3	VA.3.S.1.3	VA.4.S.1.3	VA.5.S.1.3	VA.68.S.1.3	VA.912.S.1.3

							Describe processes and techniques used to record visual imagery. e.g., drawing, sculpting, digital multi-media
							VA.912.S.1.7
							Manipulate lighting effects, using various media to create desired results. 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. e.g., drawing subtleties, watercolor painting techniques
							VA.912.S.1.9
							Use diverse media and techniques to create paintings that represent various genres and schools of painting. e.g., wet media, technology

BIG IDEA - S (Strand)							
Skills, Techniques, and Processes: Through dance, music, theatre, and visual art, students learn that beginnings, amateurs, and professionals benefit from working to improve and maintain skills over time.							
ENDURING UNDERSTANDING 2 (Standard)							
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
	VA.1.S.2.1	VA.2.S.2.1	VA.3.S.2.1	VA.4.S.2.1	VA.5.S.2.1	VA.68.S.2.1	VA.912.S.2.1
	Practice correct use of tools with various art media, techniques, and processes.	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.	Organize the structural elements of art to achieve an artistic objective.	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.	Organize the structural elements of art to achieve artistic goals when producing personal works of art.	Demonstrate organizational skills to influence the sequential process when creating artwork.
	VA.1.S.2.2	VA.2.S.2.2	VA.3.S.2.2	VA.4.S.2.2	VA.5.S.2.2	VA.68.S.2.2	VA.912.S.2.2
	Describe the steps used in art production.	Follow sequential procedures focused on art production.	Follow procedures, focusing on the art-making process.	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.	Identify sequential procedures to engage in art production. e.g., safety procedures, media processes, organizational procedures	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.	Focus on visual information and processes to complete the artistic concept.
					VA.5.S.2.3	VA.68.S.2.3	VA.912.S.2.3

							Incorporate skills, concepts, and media to create images from ideation to resolution. e.g., structural elements of art, organizational principles of design, breadth
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BIG IDEA - S (Strand)							
Skills, Techniques, and Processes: Through dance, music, theatre, and visual art, students learn that beginnings, amateurs, and professionals benefit from working to improve and maintain skills over time.							
ENDURING UNDERSTANDING 3 (Standard)							
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.S.3.1	VA.1.S.3.1	VA.2.S.3.1	VA.3.S.3.1	VA.4.S.3.1	VA.5.S.3.1	VA.6.S.3.1	VA.912.S.3.1
Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills	Practice skills and techniques to create with two and/or three-dimensional media. e.g., eye-hand coordination, fine-motor skills	Manipulate art materials and refine techniques to create two- and/or three dimensional personal works. e.g., eye-hand coordination, fine-motor skills	Use materials, tools, and processes to achieve an intended result in two and/or three-dimensional artworks.	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two and/or three-dimensional artworks.	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three dimensional artworks.	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.K.S.3.2	VA.1.S.3.2	VA.2.S.3.2	VA.3.S.3.2	VA.4.S.3.2	VA.5.S.3.2	VA.6.S.3.2	VA.912.S.3.2

Practice skills to develop craftsmanship.	Discuss the qualities of good craftsmanship.	Demonstrate growth in craftsmanship through purposeful practice.	Develop craftsmanship skills through repeated practice.	Plan and produce art through ongoing practice of skills and techniques.	Use craftsmanship and technical ability in personal works to show refinement of skills over time.	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.K.S.3.3	VA.1.S.3.3	VA.2.S.3.3	VA.3.S.3.3	VA.4.S.3.3	VA.5.S.3.3	VA.68.S.3.3	VA.912.S.3.3
Handle art tools and media safely in the art room.	Demonstrate safety procedures for using art tools and materials.	Follow directions for safety procedures and explain their importance in the art room.	Work within safety guidelines while using tools, media, techniques, and processes.	Follow procedures for using tools, media, techniques, and processes safely and responsibly.	Use tools, media, techniques, and processes in a safe and responsible manner.	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions

	VA.1.S.3.4	VA.2.S.3.4	VA.3.S.3.4	VA.4.S.3.4	VA.5.S.3.4	VA.68.S.3.4	VA.912.S.3.4
	Identify and be respectful of artwork that belongs to others and represents their ideas. e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy	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. e.g., plagiarism, appropriation from the Internet and other sources	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art. e.g., plagiarism, appropriation from the Internet and other sources	Discuss the importance of copyright law in regard to the creation and production of art. e.g., plagiarism, appropriation from the Internet and other sources	Use ethical standards, including copyright laws, when producing works of art. e.g., ethics, plagiarism, appropriation from the Internet and other sources	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. e.g., ethics, plagiarism, appropriation from the Internet and other sources	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. e.g., plagiarism, appropriation from the Internet and other sources

							Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. e.g., printmaking: relief print; ceramics: wheel throwing; drawing: charcoal; painting: watercolor; technology: layering images
							VA.912.S.3.13
							Create three-dimensional modeled and rendered objects in figurative and nonfigurative digital applications.

BIG IDEA - O (Strand)							
Organizational Structure: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.							
ENDURING UNDERSTANDING 1 (Standard)							
Understand the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.O.1.1	VA.1.O.1.1	VA.2.O.1.1	VA.3.O.1.1	VA.4.O.1.1	VA.5.O.1.1	VA.68.O.1.1	VA.912.O.1.1

							Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
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BIG IDEA - O (Strand)							
Organizational Structure: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.							
ENDURING UNDERSTANDING 2 (Standard)							
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.O.2.1	VA.1.O.2.1	VA.2.O.2.1	VA.3.O.2.1	VA.4.O.2.1	VA.5.O.2.1	VA.68.O.2.1	VA.912.O.2.1
Generate ideas and images for artworks based on memory, imagination, and experiences.	Create imagery and symbols to express thoughts and feelings.	Use personal experience to convey meaning or purpose in creating artworks.	Use creative and innovative ideas to complete personal artworks.	Use a variety of resources and art skills to overcome visual challenges in personal artworks.	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. e.g., knowledge, empathy, technique, artistic choices, symbolic choices	Create new meaning in artworks through shared language, expressive content, and ideation.	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
					VA.5.O.2.2	VA.68.O.2.2	VA.912.O.2.2

					Use a variety of sources for ideas to resolve challenges in creating original works.	Investigate the problem solving qualities of divergent thinking as a source for new visual symbols and images.	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
						VA.68.O.2.3	VA.912.O.2.3
						Create a work of personal art using various media to solve an open-ended artistic problem.	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
						VA.68.O.2.4	VA.912.O.2.4
						Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

BIG IDEA - O (Strand)							
Organizational Structure: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.							
ENDURING UNDERSTANDING 3 (Standard)							
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12

VA.K.O.3.1	VA.1.O.3.1	VA.2.O.3.1	VA.3.O.3.1	VA.4.O.3.1	VA.5.O.3.1	VA.68.O.3.1	VA.912.O.3.1
Create works of art to document experiences of self and community.	Use personal symbols in artwork to document surroundings and community.	Create personally meaningful works of art to document and explain ideas about local and global communities.	Use symbols, visual language, and/or written language to document self or others.	Apply meaning and relevance to document self or others visually in artwork. e.g., personal ideas, observations	Create meaningful and unique works of art to effectively communicate and document a personal voice.	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. e.g., digital, presentation, artworks, video/motion	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
						VA.68.O.3.2	VA.912.O.3.2
						Discuss the communicative differences between specific two- and three-dimensional works of art.	Create a series of artworks to inform viewers about personal opinions and/or current issues.

BIG IDEA - H (Strand)							
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.							
ENDURING UNDERSTANDING 1 (Standard)							
Through study in the arts, we learn about and honor others and the worlds in which they live(d).							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.H.1.1	VA.1.H.1.1	VA.2.H.1.1	VA.3.H.1.1	VA.4.H.1.1	VA.5.H.1.1	VA.68.H.1.1	VA.912.H.1.1

Describe art from selected cultures and places.	Discuss how different works of art communicate information about a particular culture.	Identify examples in which artists have created works based on cultural and life experiences.	Describe cultural similarities and differences in works of art.	Identify historical and cultural influences that have inspired artists to produce works of art.	Examine historical and cultural influences that inspire artists and their work.	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.K.H.1.2	VA.1.H.1.2	VA.2.H.1.2	VA.3.H.1.2	VA.4.H.1.2	VA.5.H.1.2	VA.68.H.1.2	VA.912.H.1.2
Follow directions for suitable behavior in an art audience.	Discuss suitable behavior expected of audience members. e.g., museum visits, artist presentations, school programs, assemblies	Distinguish between appropriate and inappropriate audience behavior.	Describe the importance of displaying suitable behavior as part of an art audience.	Identify suitable behavior for various art venues and events.	Use suitable behavior as a member of an art audience.	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.K.H.1.3	VA.1.H.1.3		VA.3.H.1.3	VA.4.H.1.3	VA.5.H.1.3	VA.68.H.1.3	VA.912.H.1.3
Explain how art-making can help people express ideas and feelings.	Describe ways in which artists use their work to share knowledge and life experiences.	No standard given.	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.	Identify and describe the importance a selected group or culture places on specific works of art.	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
				VA.4.H.1.4	VA.5.H.1.4	VA.68.H.1.4	VA.912.H.1.4
				Identify and practice ways of showing respect for one's own and others' personal works of art.	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.	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.1.6
							Create a timeline for the development of artists' materials to show multiple influences on the use of art media. e.g., economic, political, cultural, religious
							VA.912.H.1.7
							Research and report technological developments to identify influences on society. e.g., Camera Obscura, digital media
							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. 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.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. e.g., belief system, ecology, environment, current visual culture, economy

BIG IDEA - H (Strand)
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.
ENDURING UNDERSTANDING 2 (Standard)
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
GRADE SPECIFIC STANDARDS

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.H.2.1	VA.1.H.2.1	VA.2.H.2.1	VA.3.H.2.1	VA.4.H.2.1	VA.5.H.2.1	VA.68.H.2.1	VA.912.H.2.1
Compare selected artworks from various cultures to find differences and similarities.	Compare artworks from different cultures, created over time, to identify differences in style and media.	Identify differences or similarities in artworks across time and culture.	Compare differences or similarities in artworks across time and culture.	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.	Describe how previous cultural trends have led to the development of new art styles.	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.K.H.2.2	VA.1.H.2.2	VA.2.H.2.2	VA.3.H.2.2	VA.4.H.2.2	VA.5.H.2.2	VA.68.H.2.2	VA.912.H.2.2
Explore everyday objects that have been designed and created by artists. e.g., artwork, utilitarian objects	Identify objects of art that are used every day for utilitarian purposes. e.g., plates, clothing, teapots	Identify objects from everyday life that have been designed and created using artistic skills. e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.	Identify differences between artworks and utilitarian objects.	Describe the ways in which artworks and utilitarian objects impact everyday life.	Explain the impact artwork and utilitarian objects have on the human experience.	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.K.H.2.3	VA.1.H.2.3	VA.2.H.2.3	VA.3.H.2.3	VA.4.H.2.3	VA.5.H.2.3	VA.68.H.2.3	VA.912.H.2.3
Describe where artwork is displayed in school or other places.	Identify places in which artworks may be viewed by others. e.g., museums, schools, businesses	Identify the physical features or characteristics of artworks displayed in the community.	Describe various venues in which artwork is on display for public viewing. e.g., museums, galleries, restaurants, virtual tours	Identify reasons to display artwork in public places. e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air	Discuss artworks found in public venues to identify the significance of the work within the community.	Describe the rationale for creating, collecting, exhibiting, and owning works of art. e.g., private, public, and personal art collections	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. e.g., statuary
						VA.68.H.2.4	VA.912.H.2.4

						Explain the purpose of public art in the community.	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. e.g., patron, corporate collections
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							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. e.g., historical periods, cultures

BIG IDEA - H (Strand)
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.
ENDURING UNDERSTANDING 3 (Standard)

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

GRADE SPECIFIC STANDARDS

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.H.3.1	VA.1.H.3.1	VA.2.H.3.1	VA.3.H.3.1	VA.4.H.3.1	VA.5.H.3.1	VA.68.H.3.1	VA.912.H.3.1
Express ideas related to non art content areas through personal artworks. e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics	Identify connections between visual art and other content areas. e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies	Describe connections made between creating with art ideas and creating with information from other content areas. e.g., shapes and math, color mixing and science	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.	Discuss how analytical skills and thinking strategies are applied to both art production and problem solving in other content areas. e.g., identify facts, ideas, solutions	Discuss how skills learned through the analysis and art making process are used to solve problems in non-art areas. e.g., identify facts, ideas, solutions	Discuss how knowledge and skills learned through the art making and analysis processes are used to solve problems in non-art contexts.	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
						VA.68.H.3.2	VA.912.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. e.g., identify facts, ideas, problem-solving skills	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real life issues. e.g., facts, ideas, solutions, brainstorming, field testing
						VA.68.H.3.3	VA.912.H.3.3

						Create imaginative works to include background knowledge or information from other subjects. e.g., from history, environment, literary works	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
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BIG IDEA - F (Strand)							
Innovation, Technology, and the Future: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.							
ENDURING UNDERSTANDING 1 (Standard)							
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.F.1.1	VA.1.F.1.1	VA.2.F.1.1	VA.3.F.1.1	VA.4.F.1.1	VA.5.F.1.1	VA.68.F.1.1	VA.912.F.1.1
Experiment with art media for personal satisfaction and perceptual awareness.	Use various art media and real or imaginary choices to create artwork.	Use imagination to create unique artwork incorporating personal ideas and selected media.	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.	Combine art media with innovative ideas and techniques to create two and/or three-dimensional works of art.	Examine and experiment with traditional or non traditional uses of media to apply imaginative techniques in two- and/or three dimensional artworks.	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. e.g., potential to transfer and incorporate technological applications	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.

							Create a digital or time based presentation to analyze and compare artists, artworks, and concepts in historical context.
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BIG IDEA - F (Strand)							
Innovation, Technology, and the Future: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.							
ENDURING UNDERSTANDING 2 (Standard)							
Careers in and related to the arts significantly and positively impact local and global economies.							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.F.2.1	VA.1.F.2.1	VA.2.F.2.1	VA.3.F.2.1	VA.4.F.2.1	VA.5.F.2.1	VA.68.F.2.1	VA.912.F.2.1
Describe where art ideas or products can be found in stores.	Explain how artists impact the appearance of items for sale in stores.	Identify work created by artists and designers. e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters	Identify places where artists or designers have made an impact on the community.	Discuss how artists and designers have made an impact on the community.	Describe the knowledge and skills necessary for art making and art-related careers.	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply and-demand, market location, and potential earnings.
				VA.4.F.2.2	VA.5.F.2.2	VA.68.F.2.2	VA.912.F.2.2

				Identify the work of local artists to become familiar with art-making careers.	Explore careers in which artworks and utilitarian designs are created.	Identify careers in support industries related to the art making process, industrial design, digital media, and/or graphic design. e.g., exhibition, sale of art products, technology, entertainment	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. e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
					VA.5.F.2.3	VA.68.F.2.3	VA.912.F.2.3
					Discuss contributions that artists make to society.	Identify art careers that have a financial impact on local communities.	Analyze the potential economic impact of arts entities to revitalize a community or region.

						VA.68.F.2.4	VA.912.F.2.4
						Present research on the works of local artists and designers to understand the significance of art in the community.	Research ideas to plan, develop, and market art related goods, artworks, or services that influence consumer beliefs and behaviors.
						VA.68.F.2.5	VA.912.F.2.5

						Create an artist statement to reflect on personal artwork for a portfolio or exhibition.	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
							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.

BIG IDEA - F (Strand)

Innovation, Technology, and the Future: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

ENDURING UNDERSTANDING 3 (Standard)

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

GRADE SPECIFIC STANDARDS

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
VA.K.F.3.1	VA.1.F.3.1	VA.2.F.3.1	VA.3.F.3.1	VA.4.F.3.1	VA.5.F.3.1	VA.68.F.3.1	VA.912.F.3.1
Create artwork that communicates an awareness of self as part of the community.	Describe the use of art to share community information.	Describe the use of art to promote events within the school or community.	Create artwork that communicates an awareness of events within the community.	Create art to promote awareness of school and/or community concerns. e.g., poster, billboard	Create artwork to promote public awareness of community and/or global concerns.	Use technology applications through the art-making process to express community or global concerns.	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
	VA.1.F.3.2	VA.2.F.3.2	VA.3.F.3.2	VA.4.F.3.2	VA.5.F.3.2	VA.68.F.3.2	VA.912.F.3.2
	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. e.g., set up, clean-up, use of materials	Work with peers to complete a task in art.	Collaborate to complete a task in art. e.g., mural, mosaic	Collaborate with peers in the art room to achieve a common art goal.	Create artwork that shows procedural and analytical thinking to communicate ideas.	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. e.g., information literacy; media
		VA.2.F.3.3	VA.3.F.3.3	VA.4.F.3.3	VA.5.F.3.3	VA.68.F.3.3	VA.912.F.3.3
		Use time effectively while focused on art production to show early development of 21st-century skills.	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st century skills.	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.	Work collaboratively with others to complete a task in art and show leadership skills.	Collaborate with peers to complete an art task and develop leadership skills. e.g., task: voluntary, assigned; time: long-term group project	Discuss how the arts help students develop self reliance and promote collaboration to strengthen leadership capabilities as priorities change.

					VA.5.F.3.4	VA.68.F.3.4	VA.912.F.3.4
					Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills. e.g., reasonable timeframe established by teacher, adjusted as needed	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.	Follow directions and use effective time-management skills to complete the art making process and show development of 21st-century skills. 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. 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.3.7
							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. e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
							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. e.g., exhibition guidelines, environmental concerns, required information, digital application

							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.

FLORIDA STANDARDS - Mathematics							
GRADE SPECIFIC STANDARDS							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
<p>MAFS.K12.MP.5.1 - Use appropriate tools strategically.</p> <p>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.</p>							
<p>MAFS.K12.MP.6.1 - Attend to precision.</p>							

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 .

MAFS.K.G.1.1		MAFS.2.G.1.1				MAFS.6.G.1	MAFS.912.G-CO.1
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .		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.				Solve real-world and mathematical problems involving area, surface area, and volume.	Experiment with transformations in the plane.

	MAFS.1.G.1.2		MAFS.3.G.1.2			MAFS.7.G.1	MAFS.912.G-CO.2
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	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.		Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>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.</i>			Draw, construct and describe geometrical figures and describe the relationships between them.	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
MAFS.K.G.1.3	MAFS.1.G.1.3	MAFS.2.G.1.3		MAFS.4.G.1.3			MAFS.912.G-CO.4
Identify shapes as two dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , 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.		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.			Make geometric constructions.

MAFS.K.G.2.4					MAFS.5.G.2		MAFS.912.G-CO.4.12
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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).					Classify two-dimensional figures into categories based on their properties.		Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).
MAFS.K.MD.1.2		MAFS.2.MD.1.1			MAFS.5.OA.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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>		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.			Analyze patterns and relationships.		

FLORIDA STANDARDS - English Language Arts (ELA)

GRADE SPECIFIC STANDARDS

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
LAFS.K.SL.1.1	LAFS.1.SL.1.1	LAFS.2.SL.1.1	LAFS.3.SL.1.1	LAFS.4.SL.1.1	LAFS.5.SL.1.1	LAFS.6.SL.1.1	LAFS.912.SL.1.1

Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	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.	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.	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.	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.	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.
					LAFS.5.SL.1.1.a	LAFS.6.SL.1.1.a	LAFS.910.SL.1.1.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.	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.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
			LAFS.3.SL.1.1.b		LAFS.5.SL.1.1.b	LAFS.6.SL.1.1.b	LAFS.910.SL.1.1.b
			Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		Follow agreed-upon rules for discussions and carry out assigned roles.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	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.
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					LAFS.5.SL.1.1.c	LAFS.6.SL.1.1.c	LAFS.910.SL.1.1.c
					Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	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.
					LAFS.5.SL.1.1.d	LAFS.6.SL.1.1.d	LAFS.910.SL.1.1.d
					Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	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.K.SL.1.2	LAFS.1.SL.1.2	LAFS.2.SL.1.2	LAFS.3.SL.1.2	LAFS.4.SL.1.2	LAFS.5.SL.1.2	LAFS.6.SL.1.2	LAFS.910.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.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	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.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
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LAFS.K.SL.1.3	LAFS.1.SL.1.3	LAFS.2.SL.1.3	LAFS.3.SL.1.3	LAFS.4.SL.1.3	LAFS.5.SL.1.3	LAFS.6.SL.1.3	LAFS.912.SL.1.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	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.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.K.SL.2.5	LAFS.1.SL.2.5					LAFS.6.SL.2.4	LAFS.910.SL.2.4
Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.					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.	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.K.RL.1.2	LAFS.1.RL.1.2		LAFS.3.RL.3.7		LAFS.5.RL.3.7	LAFS.68.RST.2.4	LAFS.910.RST.2.4
With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		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).		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).	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.	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.4.W.1.2.d	LAFS.5.W.1.2d	LAFS.68.WHST.2.4	LAFS.910.WHST.2.4
				Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

					LAFS.5.L.2.3	LAFS.68.WHST.2.6	LAFS.910.RST.2.3
						Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	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.68.WHST.3.7	LAFS.910.WHST.3.9
					Use knowledge of language and its conventions when writing, speaking, reading, or listening.	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.	Draw evidence from informational texts to support analysis, reflection, and research.

[illegible]

English language learners communicate for social and instructional purposes within the school setting.	English language learners communicate for social and instructional purposes within the school setting.	English language learners communicate for social and instructional purposes within the school setting.	English language learners communicate for social and instructional purposes within the school setting.	English language learners communicate for social and instructional purposes within the school setting.	English language learners communicate for social and instructional purposes within the school setting.	English language learners communicate for social and instructional purposes within the school setting.	English language learners communicate for social and instructional purposes within the school setting.
HE.K.B.5.3	HE.1.C.2.4	HE.2.C.2.4					
Recognize the consequences of not following rules/practices when making healthy and safe decisions. e.g., injury to self and/or others	Recognize health consequences for not following rules. e.g., injuries, arguments, hurt feelings, and pollution.	Explain the ways that rules make the classroom, school, and community safer. e.g., walking not running, waiting your turn, and following traffic laws.					
SC.K.N.1.4	SC.1.L.14.1	SC.2.N.1.5	SC.3.P.8.3				
Observe and create a visual representation of an object which includes its major features.	Make observations of living things and their environment using the five senses.	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.				

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.							
	SS.1.A.2.1						

	Understand history tells the story of people and events of other times and places.						
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