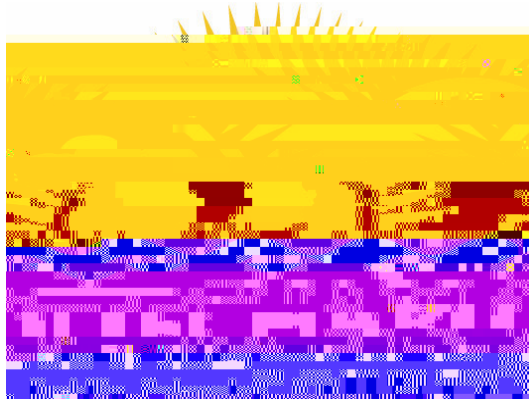


Curriculum Map Pacing Guide



**Art Second Grade Course Code # 0010 0**[illegible]



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

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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:	

<u>VA.2.H.1.2:</u>	Distinguish between appropriate and inappropriate audience behavior.
<u>VA.2.H.2.1:</u>	Identify differences or similarities in artworks across time and culture.
<u>VA.2.H.2.2:</u>	Identify objects from everyday life that have been designed and created using artistic skills.
<u>VA.2.H.2.3:</u>	

- x Help students make connections between concepts and representations.
- x Provide opportunities for students to use manipulatives when investigating concepts.
- x Guide students from concrete to pictorial to abstract representations as understanding progresses.
- x 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:

- x Select efficient and appropriate methods for solving problems within the given context.
- x Maintain flexibility and accuracy while performing procedures and mental calculations.
- x Complete tasks accurately and with confidence.
- x Adapt procedures to apply them to a new context.
- x Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- x Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- x

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.

	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.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:	

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://cpalmsmediaproduct.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 Attributes:

