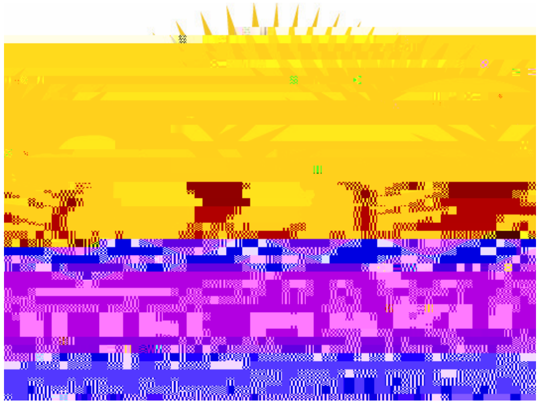
Curriculum Map

Art – First Grade Course Code #5001020



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	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.

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MA.K12.MTR.2.1:

	- 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.

[redacted]

- 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.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: x Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. x Support students to develop generalizations based on the similarities found among problems. x Provide opportunities for students to create plans and procedures to solve problems. x 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: x Estimate to discover possible solutions. x Use benchmark quantities to determine if a solution makes sense. x Check calculations when solving problems. x Verify possible solutions by explaining the methods used. x Evaluate results based on the given context. Clarifications: Teachers who encourage students to assess the reasonableness of solutions: x Have students estimate or predict solutions prior to solving. x Prompt students to continually ask, "Does this solution make sense? How do you know?" x Reinforce that students check their work as they progress within and after a task. x 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: x Connect mathematical concepts to everyday experiences. x Use models and methods to understand, represent and solve problems. x 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: x Provide opportunities for students to create models, both concrete and abstract, and perform investigations. x Challenge students to question the accuracy of their models and methods. x Support students as they validate conclusions by comparing them to the given situation. x 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 wri

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.

- Highly Qualified Teacher (HQT) Required
- Florida Standards Course

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Course Status: State Board Approved

Grade Level(s): 1

Educator Certifications

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

There are more than 1006 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21720