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| **SUBJECT:** | Visual Arts |  |  |
| **GRADE LEVEL:** | 9-12 |  |  |
| **COURSE TITLE:** | Introduction to Art History |  |  |
| **COURSE CODE:** | 0100310 |  |  |
| **SUBMISSION TITLE:** | Digital Art History (Print) |  |  |
| **BID ID:** |  |  |  |
| **PUBLISHER:** | Davis Publications, Inc. |  |  |
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| **BENCHMARK CODE** | **BENCHMARK** | **LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL** (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) | |
|  | The following Florida State Standards for Mathematical Practices are applicable to this course. | | |
| (MP 6) | Attend to precision. | **Student Edition**  45, 74, 271, 408-409, 427, 471, 505  **Teacher Edition**  45, 74, 75, 178, 259, 271, 408-409, 427, 471, 505 | |
| (MP 7) | Look for and make use of structure. | **Student Edition**  40, 143, 190, 214-216, 240, 546  **Teacher Edition**  40, 77, 143, 148, 190, 202-203, 214-216, 240, 430, 447, 546 | |
| [VA.912.S.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4824) | Interpret and reflect on cultural and historical events to create art. **Remarks/Examples:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history | **Student Edition**  74, 144, 258, 328, 378, 490, 520  **Teacher Edition**  74, 144, 258, 328, 378, 490, 515, 516, 520, 540 | |
| [VA.912.F.2.8:](http://www.cpalms.org/Public/PreviewStandard/Preview/4892) | Describe community resources to preserve, restore, exhibit, and view works of art. | The opportunity to address this objective is available. See the following:  **Student Edition**  12-15, 281, 228, 486  **Teacher Edition**  12-15, 27, 139, 281, 228, 486, 515  \*Page citations refer the processes, not resources. | |
| [LAFS.910.WHST.2.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/6235) | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **Student Edition**  74, 88, 144, 202, 228, 489  **Teacher Edition**  74, 88, 131, 133, 141, 144, 161, 202, 228, 431, 489 | |
| [VA.912.F.3.12:](http://www.cpalms.org/Public/PreviewStandard/Preview/4896) | Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others. | **Student Edition**  56, 258, 414, 520  **Teacher Edition**  56, 183, 258, 338, 414, 520 | |
| [LAFS.910.WHST.3.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/6238) | 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. | **Student Edition**  55, 143, 377, 545  **Teacher Edition**  55, 131, 143, 175, 236, 316, 377, 397, 427, 478, 512, 545 | |
| [LAFS.910.WHST.3.8:](http://www.cpalms.org/Public/PreviewStandard/Preview/6239) | 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. | **Student Edition**  16, 73, 143, 299, 377, 445  **Teacher Edition**  16, 73, 143, 236, 299, 377, 397, 445, 478, 512 | |
| [VA.912.F.3.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/4900) | Use appropriately cited sources to document research and present information on visual culture. **Remarks/Examples:** e.g., visual, digital, and textual information | The opportunity to address this objective is available. See the following:  **Student Edition**  16, 73, 143, 299, 377, 445  **Teacher Edition**  16, 73, 143, 236, 299, 377, 397, 445, 478, 512  \*Page citations refer to student research. Citing sources is not specifically addressed. | |
| [LAFS.910.SL.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/6108) | 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. | **Teacher Edition**  51, 83, 124, 221, 243, 319, 409, 419, 434, 506 | |
| [LAFS.910.SL.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/6109) | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | **Teacher Edition**  16, 95, 153, 169, 215, 297, 336, 387, 407, 512 | |
| [LAFS.910.SL.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/6110) | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | The opportunity to address this objective is available. See the following:  **Teacher Edition**  45, 124, 143, 277, 319, 335, 357, 410, 451, 502  \*Page citations refer to class discussions. | |
| [LAFS.910.SL.2.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/6111) | 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. | **Student Edition**  56, 143, 258, 378, 546, 588  **Teacher Edition**  15, 52, 56, 143, 167, 258, 319, 378, 546, 588 | |
| [VA.912.H.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4864) | Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics. | **Student Edition**  65, 73, 287, 321, 363, 414, 463, 513  **Teacher Edition**  65, 73, 149, 191, 287, 321, 363, 414, 463, 513 | |
| [VA.912.H.1.9:](http://www.cpalms.org/Public/PreviewStandard/Preview/4870) | Describe the significance of major artists, architects, or masterworks to understand their historical influences. | **Student Edition**  73, 143, 299, 327, 377, 413, 445, 489, 545, 587  **Teacher Edition**  73, 143, 299, 327, 377, 413, 445, 489, 545, 587 | |
| [VA.912.C.1.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/4803) | Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Remarks/Examples:** e.g., symbolism, spatial relationship | **Student Edition**  73, 204, 476  **Teacher Edition**  10, 72, 73, 170, 204, 205, 233, 304, 404, 476, 505 | |
| [VA.912.C.1.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/4804) | Analyze how visual information is developed in specific media to create a recorded visual image. **Remarks/Examples:** e.g., four-dimensional media, motion or multi-media | The opportunity to address this objective is available. See the following:  **Student Edition**  414, 488, 584  **Teacher Edition**  414, 485, 488, 584  \*Page citations refer to photography and electronic art. | |
| [VA.912.H.2.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/4875) | Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times. | **Student Edition**  73, 74, 143, 201, 227, 257, 299, 327, 413, 445, 489  **Teacher Edition**  73, 74, 143, 201, 227, 257, 299, 327, 413, 445, 489 | |
| [LAFS.910.RST.2.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/6217) | 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. | **Student Edition**  15, 56, 143, 227, 257, 377, 413, 445, 489, 587  **Teacher Edition**  15, 56, 143, 227, 257, 377, 413, 445, 489, 587 | |
| [VA.912.C.2.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/4811) | Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials. | **Student Edition**  55, 73, 143, 226, 257, 299, 377, 445, 544, 587  **Teacher Edition**  55, 73, 143, 226, 257, 299, 377, 445, 544, 587 | |
| [VA.912.C.2.8:](http://www.cpalms.org/Public/PreviewStandard/Preview/4815) | Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities. | **Student Edition**  169, 226, 299, 377, 413, 414, 446  **Teacher Edition**  23, 169, 226, 299, 323, 377, 413, 414, 446, 577 | |
| [VA.912.C.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4816) | Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Remarks/Examples:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning | **Student Edition**  15, 55, 143, 201, 227, 299, 377, 445, 490, 587  **Teacher Edition**  15, 55, 143, 201, 227, 299, 377, 445, 490, 587 | |
| [VA.912.F.1.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/4884) | Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context. | **Student Edition**  56, 258, 414, 520  **Teacher Edition**  56, 183, 258, 338, 414, 520 | |
| [VA.912.F.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4885) | Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings. | **Student Edition**  8, 12  **Teacher Edition**  8, 12 | |
| [VA.912.C.3.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/4820) | Make connections between timelines in other content areas and timelines in the visual arts. | This objective is addressed throughout. See, for example:  **Student Edition**  67, 148-149, 204-205, 230-231, 302-303, 330-331, 380-381, 416-417, 492-493, 548-549  **Teacher Edition**  67, 148-149, 204-205, 230-231, 302-303, 330-331, 380-381, 416-417, 492-493, 548-549 | |