

# California Standards Correlations

# EDITION 2

## Kindergarten

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Classifying Me</a>	<b>CCSS.MATH.CONTENT.K.MD.B.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	<b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	<b>VA.Pr4.1.Ka</b> Select art objects for personal portfolio and display, explaining why they were chosen.	<b>K.VA:Pr4</b> Select art objects for personal portfolio and display, explaining why they were chosen.
<a href="#">Reading Art to Survive</a>	<b>NGSS K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.	<b>NGSS Standard used by CA</b>	<b>VA:Re8.1.Ka</b> Interpret art by identifying subject matter and describing relevant details.	<b>K.VA:Re8</b> Interpret art by identifying subject matter and describing relevant details.
<a href="#">Story Alive</a>	<b>CCSS.ELA-LITERACY.RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	<b>K.RL.3</b> With prompting and support, identify characters, setting, and major events in a story.	<b>TH:Cr2-Ka</b> With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<b>K.TH:CR.2</b> <b>a.</b> With prompting and supports, interact with peers and contribute to dramatic play or a guided drama experience.
<a href="#">Math in Motion</a>	<b>CCSS.MATH-CONTENT.K.OAA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.	<b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<b>DA:Cr2.1.Kb</b> Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	<b>K.DA:Cr2</b> <b>b.</b> Express an idea, feeling, or image, through improvised movement moving alone or with a partner.
<a href="#">Imagination Station</a>	<b>NGSS K-ESS3-3</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	<b>NGSS Standard used by CA</b>	<b>VA:Cr1.2.Ka</b> Engage collaboratively in creative art-making in response to an artistic problem.	<b>K.VA:Cr1.2</b> Engage collaboratively in creative art-making in response to an artistic problem.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Mapping 100</a>	<b>CCSS.MATH.CONTENT.K.CCA.1</b> Count to 100 by ones and by tens.	<b>K.CC.1</b> Count to 100 by ones and by tens.	<b>DA:Cr3.1.Kb</b> a. Apply suggestions for changing movement through guided improvisational experiences; b. Depict a dance movement by drawing a picture or using a symbol.	<b>K.DA:Cr3</b> Apply suggestions for changing movement through guided improvisational experiences.
<a href="#">Character Play</a>	<b>CCSS.ELA-LITERACY.RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>K.RL.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>TH:Cn10.1.Ka</b> With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<b>K.TH:Cn10</b> With prompting and supports, identify similarities between characters and oneself in dramatic play or a guided drama experience.
<a href="#">Investigating Strength</a>	<b>NGSS K-PS2-1</b> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	<b>NGSS Standard used by CA</b>	<b>DA:Re8.1.K</b> Observe movement and describe it using simple dance terminology.	<b>K.DA:Re8</b> Observe movement and describe it using simple dance terminology.
<a href="#">Habitat of the Mind</a>	<b>NGSS K-ESS3-1</b> Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	<b>NGSS Standard used by CA</b>	<b>VA:Cr2.3.Ka</b> Create art that represents natural and constructed environments.	<b>K.VA:Cr2.3</b> Create art that represents natural and constructed environments.
<a href="#">Through Our Eyes</a>	<b>CSS.ELA-LITERACY.W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>K.W.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>MA:Cr3.1.K</b> Form and capture media arts content for expression and meaning in media arts productions.	<b>K.MS:Cr3</b> a. Form and capture media arts content or expression and meaning in media arts productions.
<a href="#">Shaping My Story</a>	<b>CCSS.MATH.CONTENT.K.G.B.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>VA:Cn10.1.Ka</b> Create art that tells a story about a life experience.	<b>K.VA:Cn10</b> Create art that tells a story about a life experience.
<a href="#">Dance of Emotion</a>	<b>CCSS.ELA-LITERACY.RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>K.RL.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>DA:Cn10.1.Ka</b> Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.	<b>K.DA:Cn10</b> a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Image Illusions</a>	<b>CCSS.ELA-LITERACY.RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>K.RL.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>VA:Re7.2.Ka</b> Describe what an image represents.	<b>K.VA:Re7.2</b> Describe what an image represents.
<a href="#">Music and Story</a>	<b>CCSS.ELA-LITERACY.W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>MU:Pr4.2.Ka</b> With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	<b>K.MU:Pr4.2</b> <b>a.</b> With guidance, explore and demonstrate awareness of music contrasts such as high/low, loud/soft, and same/different in a variety of music selected for performance.
<a href="#">Reading Voices</a>	<b>CCSS.ELA-LITERACY.RI.K.10</b> Actively engage in group reading activities with purpose and understanding.	<b>K.L.10</b> Actively engage in group reading activities with purpose and understanding	<b>TH:Pr6.1.Ka</b> With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<b>K.TH:Pr6</b> With prompting and supports, use voice and sound in a dramatic play or a guided drama experience and share with others.
<a href="#">Be the Architect</a>	<b>CCSS.MATH.CONTENT.K.GA.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<b>TH:Cr1.1.K</b> With prompting and support, invent and inhabit an imaginary elsewhere in a dramatic play or a guided drama experience (eg., process drama, story drama, creative drama).	<b>K.TH:Cr1</b> <b>a.</b> With prompting and supports, invent and inhabit an imaginary elsewhere in a dramatic play or a guided drama experience.
<a href="#">The Art of Family</a>	<b>CCSS.ELA-LITERACY.RL.K.2</b> With prompting and support, retell familiar stories, including key details.	<b>K.RL.2</b> With prompting and support, retell familiar stories, including key details.	<b>VA:Re9.1.Ka</b> Explain reasons for selecting a preferred artwork.	<b>K.VA:Re9</b> Explain reasons for selecting a preferred artwork.
<a href="#">Weather Seconds</a>	<b>NGSS K-ESS2-1</b> Use and share observations of local weather conditions to describe patterns over time.	<b>NGSS Standard used by CA</b>	<b>MA:Re8.1.Ka</b> With guidance, share observations regarding a variety of media artworks.	<b>K.MA:Re8</b> With guidance, share observations regarding a variety of media artworks.
<a href="#">Personal Preferences</a>	<b>CCSS.ELA-LITERACY.RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>K.RI.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>MU:Re7.1.K</b> With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.	<b>K.MU:Re7.1</b> With guidance, list personal interests and demonstrate why they prefer some music selections over others.
<a href="#">Dancing Forward</a>	<b>CCSS.MATH.CONTENT.K.CC.A.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<b>DA:Cr3.1.K</b> Apply suggestions for changing movement through guided improvisational experiences.	<b>K.DA:Cr3</b> Apply suggestions for changing movement through guided improvisational experiences.

# EDITION 2

## First Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Color Beams</a>	<b>1-PS4-3</b> Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	<b>NGSS Standard used by CA</b>	<b>VA:Cr2.1.1.a</b> Explore uses of materials and tools to create works of art or design.	<b>1.VA:Cr2.1</b> Explore uses of materials and tools to create works of art or design.
<a href="#">It's a...</a>	<b>CCSS.MATH.CONTENT.1.MD.C.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	<b>1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	<b>TH:Cr3.1.1c</b> Collaborate to imagine multiple representations of a single object in a guided drama experience.	<b>1.TH:Cr.3</b> c. Collaborate to imagine multiple representations of a single object in a guided drama experience.
<a href="#">Carnival Opinions</a>	<b>CCSS.ELA-LITERACY.W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<b>1.W.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<b>MU:Re8.1.1</b> With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	<b>1.MU:Re8</b> With limited guidance, demonstrate and identify expressive qualities that reflect creators'/performers' expressive intent.
<a href="#">Changing Characters</a>	<b>CCSS.ELA-LITERACY.RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>1.RI.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>VA:Re:7.2.1a</b> Compare images that represent the same subject.	<b>1.VA:Re7.2</b> Compare images that represent the same subject.



LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Scene Shaper</a>	<b>CCSS.MATH.CONTENT.1.G.A.2</b> 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.	<b>1.G.2</b> 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.	<b>VA:Cr1.1.1a</b> Engage collaboratively in exploration and imaginative play with materials.	<b>1.VA:Cr1.1</b> Engage collaboratively in exploration and imaginative play with various art materials.
<a href="#">Tell Me</a>	<b>1-PS4-4</b> Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	<b>NGSS Standard used by CA</b>	<b>VA:Cr2.2.1a</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	<b>1.VA:Cr2.2</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
<a href="#">Video in Ten</a>	<b>CCSS.MATH.CONTENT.1.NBT.B.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones.	<b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <b>a.</b> 10 can be thought of as a bundle of ten ones - called a "ten". <b>b.</b> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. <b>c.</b> The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	<b>MA:Pr5.1.1c</b> Experiment with and share different ways to use tools and techniques to construct media artworks.	<b>1.MA.Pr5</b> <b>a.</b> Describe and demonstrate various artistic skills and roles, such as technical steps, tool use, planning, and collaborating in media arts productions.
<a href="#">Dance Connection</a>	<b>CCSS.ELA-LITERACY.RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>1.RI.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>DA:Cr2.1.1b</b> Choose movements that express an idea or emotion, or follow a musical phrase.	<b>1.DA:Cr2</b> <b>b.</b> Choose movements that express an idea or emotion, or follow a musical phrase.
<a href="#">Light It Up</a>	<b>1-PS4-2</b> Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	<b>NGSS Standard used by CA</b>	<b>TH:Pr5.1.1.b</b> With prompting and support, identify technical elements that can be used in a guided drama experience.	<b>1.TH:Pr5</b> <b>b.</b> With prompting and supports, identify technical theatre elements that can be used in a guided drama experience.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Art Equality</a>	<b>CCSS.MATH.CONTENT.1.OA.D.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$	<b>K.OA.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$	<b>VA:Cr3.1.1a</b> Use art vocabulary to describe choices while creating art.	<b>1.VA:Cr3</b> Use art vocabulary to describe choices while creating art.
<a href="#">Play the Event</a>	<b>CCSS.ELA-LITERACY.W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<b>1.W.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<b>TH:Cr2-1.a</b> Contribute to the development of a sequential plot in a guided drama experience.	<b>1.TH:Cr2</b> <b>a.</b> Contribute to the development of a sequential plot in a guided drama experience.
<a href="#">Scoring Art</a>	<b>CCSS.ELA-LITERACY.RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>1.RL.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>MU:Cr1.1.1a</b> With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	<b>1.MU:Cr1</b> <b>a.</b> With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
<a href="#">Towering Totem</a>	<b>CCSS.MATH.CONTENT.1.MD.A.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<b>VA:Re9.1.1a</b> Classify artwork base on different reasons for preferences.	<b>1.VA:Re9</b> Classify artwork based on different reasons for preferences using learned art vocabulary.
<a href="#">Life is a Caberet</a>	<b>CCSS.ELA-LITERACY.SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>1.SL.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>MU:Cn10.1.1a</b> Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	<b>1.MU:Cn10</b> With limited guidance, discuss how personal interests connect to creating, performing, and responding to music.
<a href="#">World Beats</a>	<b>CCSS.ELA-LITERACY.RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>1.R.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>MU:Pr4.2.1a</b> With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	<b>1.MU:PR4.2</b> <b>a.</b> With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
<a href="#">Improvised Fables</a>	<b>CCSS.ELA-LITERACY.RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>1.RL.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>DA:Cr2.1.1a</b> Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.	<b>1.DA:Cr2</b> <b>a.</b> Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Space Dance</a>	<b>1.ESS1-1</b> Use observations of the sun, moon, and stars to describe patterns that can be predicted.	<b>NGSS Standard used by CA</b>	<b>DA:Pr4.1.1a</b> Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.	<b>1.DA.Pr4</b> <b>a.</b> Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways individually and with others. Find and return to place in space.
<a href="#">Mosaic Data</a>	<b>CCSS.MATH.CONTENT.1.MD.C.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	<b>1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	<b>VA:Re8.1.1a</b> Interpret art by categorizing subject matter and identifying the characteristics of form.	<b>1.VA:Re8</b> Interpret art by categorizing subject matter and identifying the mood and characteristics of form.
<a href="#">Depicting Dance</a>	<b>CCSS.ELA-LITERACY.L.1.1.F</b> Use frequently occurring adjectives.	<b>1.L.1.f</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>f.</b> Use frequently occurring adjectives.	<b>DA:Cr3.1.1b</b> Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).	<b>1.DA:Cr3</b> Explore suggestions to change movement from guided improvisation and/or short remembered sequences.
<a href="#">Character Gestures</a>	<b>CCSS-ELA-LITERACY.RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>1.RL.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>TH:Pr4.1.1.b</b> Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.	<b>1.TH:Pr4</b> <b>b.</b> Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.

# California Standards Correlations

# EDITION 2

## Second Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Number Games</a>	<b>CCSS.MATH.CONTENT.2.O.A.B.2</b> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	<b>2.OA.2</b> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	<b>VA:Cr1.2.2a</b> Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	<b>2.VA:Cr1.2</b> Make art or design with various art materials and tools to explore personal interests, questions, and curiosity.
<a href="#">Pollination Games</a>	<b>2-LS2-2</b> Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	<b>NGSS Standard used by CA</b>	<b>DA:Cr2.1.2</b> Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	<b>2.DA:Cr2</b> <b>b.</b> Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.
<a href="#">Community Colors</a>	<b>CCSS.ELA-LITERACY.W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>2.W.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>VA:Pr6.1.2a</b> Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	<b>2.VA:Pr6</b> Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
<a href="#">Circle It Up</a>	<b>CCSS.MATH-CONTENT.2.NBT.B.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	<b>2.NBT.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	<b>VA:Cr3.1.2a</b> Discuss and reflect with peers about choices made in creating artwork.	<b>2.VA:Cr3</b> Discuss and reflect with peers about choices made in creating artwork.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">What Did You Sing?</a>	<b>CCSS.ELA-LITERACY.RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b>2.RL.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b>MU:Pr4.3.2a</b> Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.	<b>2.MU:Pr4.3</b> Demonstrate understanding of expressive qualities (such as voice quality, dynamics, and tempo) and how creators use them to convey expressive intent.
<a href="#">Making Paint</a>	<b>2-PS1-2</b> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	<b>NGSS Standard used by CA</b>	<b>VA:Cr1.1.2a</b> Brainstorm collaboratively multiple approaches to an art or design problem.	<b>2.VA:Cr1.2</b> Brainstorm to generate multiple approaches to an art or design problem.
<a href="#">Light Plots</a>	<b>CCSS.MATH.CONTENT.2.OA.C.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	<b>2.OA.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	<b>TH:Pr5.1.2b</b> Explore technical elements in a guided drama experience.	<b>2.TH:Pr5</b> <b>b.</b> Explore technical theatre elements in a guided drama experience.
<a href="#">Build to Rebuild</a>	<b>2-PS1-3</b> Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	<b>NGSS Standard used by CA</b>	<b>VA:Cr2.3.2a</b> Repurpose objects to make something new.	<b>2.VA:Cr2.3</b> Repurpose found objects to make a new artwork or design.
<a href="#">Feature Scene</a>	<b>CCSS.ELA-LITERACY.RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>2.RI.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>TH:Cn11.2.2b</b> Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience.	<b>2.TH:Cn11.2</b> <b>b.</b> Collaborate on the creation of a short scene based on a nonfiction literary source in a guided drama experience.
<a href="#">Aesthetics of Diversity</a>	<b>2-LS4-1</b> Make observations of plants and animals to compare the diversity of life in different habitats.	<b>NGSS Standard used by CA</b>	<b>VA:Re.7.1.2a</b> Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	<b>2.VA:Re7.1</b> Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
<a href="#">Song of My Name</a>	<b>CCSS.ELA-LITERACY.W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>2.W.3</b> Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>MU:CR2.1.2a</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	<b>2.MU:Cr2</b> <b>a.</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Finding the Voice</a>	<b>CCSS.ELA-LITERACY.RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue out loud.	<b>2.RL.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>TH:Pr4.1.2b</b> Alter voice and body to expand and articulate nuances of a character in a guided drama experience.	<b>2.TH:Pr4</b> <b>b.</b> Alter voice and body to expand and articulate nuances of a character in a guided drama experience.
<a href="#">Finding Happy</a>	<b>CCSS.ELA-LITERACY.W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<b>2.W.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<b>MU:Re7.1.2</b> Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	<b>2.MU:Re7.1</b> Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
<a href="#">Interpreting Culture</a>	<b>CCSS.ELA-LITERACY.RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>2.RL.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>VA:Re8.1.2a</b> Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	<b>2.VA:Re8</b> Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
<a href="#">Clue Cracker</a>	<b>CCSS.ELA-LITERACY.RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>2.RL.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>DA:Re8.1.2</b> <b>a.</b> Use context clues from movement to identify meaning and intent in a dance using simple dance terminology.	<b>2.DA:Re8</b> Use context clues from movement to identify meaning and intent in a dance using simple dance terminology.
<a href="#">One Big Word</a>	<b>CCSS.ELA-LITERACY.RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>2.RI.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>VA:Re7.2.2a</b> Categorize images based on expressive properties.	<b>2.VA:Re7.2</b> Categorize images based on expressive properties.
<a href="#">Photo Spy</a>	<b>CCSS.MATH.CONTENT.2.G.A.1</b> 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.	<b>2.G.1</b> 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.	<b>MA:Pr5.1.2c</b> Demonstrate and explore identified methods to use tools to capture and form media artworks.	<b>2.MA:Pr5</b> <b>a.</b> Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration, in media arts productions.



LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Earth Moves</a>	<b>2-ESS1-1</b> Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	<b>NGSS Standard used by CA</b>	<b>DA:Cr2.1.2b</b> Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	<b>2.DA:Cr2</b> <b>b.</b> Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.
<a href="#">Data Alive</a>	<b>CCSS.MATH.CONTENT.2.MD.D.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information present in a bar graph.	<b>2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	<b>MA:Cr2.1.2</b> Choose ideas to create plans and models for media arts productions.	<b>2:MA:Cr2</b> Choose ideas to create plans and/or models for media arts productions.
<a href="#">Dance the Distance</a>	<b>CCSS.MATH.CONTENT.2.MD.A.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.	<b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.	<b>DA:Pr5.1.2</b> Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	<b>2:DA:Pr5</b> <b>a.</b> Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.

# California Standards Correlations

# EDITION 2

## Third Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Products of Art</a>	<b>CCSS.MATH.CONTENT.3.OA.A.1</b> Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .	<b>3.OA.1</b> Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .	<b>VA:Re9.1.3a</b> Evaluate an artwork based on given criteria.	<b>3.VA:Re9</b> Evaluate an artwork based on given criteria.
<a href="#">Quick Change</a>	<b>3-PS2-4</b> Define a simple design problem that can be solved by applying scientific ideas about magnets.	<b>NGSS Standard used by CA</b>	<b>TH:Pr5.1.3b</b> Identify the basic technical elements that can be used in drama/theatre work.	<b>3.TH:Pr5</b> <b>b.</b> Identify the basic technical theatre elements that can be used in drama/theatre work.
<a href="#">Picture the Message</a>	<b>CCSS.ELA-LITERACY.RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>3.IT.7</b> Use information gained from illustration (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>VA:Re7.2.3a</b> Determine messages communicated by an image.	<b>3.VA:Re7.2</b> Determine messages communicated by an image.
<a href="#">Lyric Analysis</a>	<b>CCSS.ELA-LITERACY.RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>3.RI.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>MU:Re7.2.3</b> Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).	<b>3.MU:Re7.2</b> Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
<a href="#">Thriving and Surviving</a>	<b>3-LS4-3</b> Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	<b>NGSS Standard used by CA</b>	<b>VA:Cr2.1.3a</b> Create personally satisfying artwork using a variety of artistic processes and materials.	<b>3.VA:Cr2.1</b> Create personally satisfying artwork using a variety of artistic processes and materials.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">What Do You Say?</a>	<b>CCSS.ELA-LITERACY.RF.3.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>3.R.4.b</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>TH:Pr5.1.3.a</b> Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	<b>3.TH:Pr5</b> <b>a.</b> Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
<a href="#">Focusing the View</a>	<b>CCSS.ELA-LITERACY.W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>3.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>MA:Re7.1.3a</b> Identify and describe how messages are created by components in media artworks.	<b>3.MA:Re7</b> <b>a.</b> Identify and describe how messages are created by components in media artworks.
<a href="#">Media Fluency</a>	<b>CCSS.ELA-LITERACY.SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>3.SL.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>MA:Pr3.1.3b</b> Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.	<b>3.MA:Pr4</b> Practice combining varied academic, arts, and media forms and content, such as animation, music, and dance, into unified media artworks.
<a href="#">Detailed Traits</a>	<b>3-LS3-2</b> Use evidence to support the explanation that traits can be influenced by the environment.	<b>NGSS Standard used by CA</b>	<b>VA:Cn10.1.3a</b> Develop a work of art based on observations of surroundings.	<b>3.VA:Cn10</b> Develop a work of art based on observations of surroundings.
<a href="#">Finding the Words</a>	<b>CCSS.ELA-LITERACY.RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>3.RL.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>VA:Re7.2.3a</b> Determine messages communicated by an image.	<b>3.VA:Re7.2</b> Determine messages communicated by an image.
<a href="#">Stopping Change</a>	<b>3-5 ETS 1-2</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria	<b>NGSS Standard used by CA</b>	<b>MA:Cr1.1.3a</b> Develop multiple ideas for media artworks using a variety of tools, methods, and or materials.	<b>3.MA:Cr1</b> Develop multiple ideas for media artworks using a variety of tools, methods, and/or materials.
<a href="#">Character Dissent</a>	<b>CCSS.ELA-LITERACY.RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.	<b>3.RL.6</b> Distinguish their own point of view from that of the narrator or those of the characters.	<b>TH:Pr4.1.3a</b> Apply the elements of dramatic structure to a story and create a drama/theatre work.	<b>3.TH:Pr4</b> <b>a.</b> Apply the elements of dramatic structure to a story and create a drama/theatre work.
<a href="#">Letters of Gratitude</a>	<b>CCSS.ELA-LITERACY.RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>3.RI.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>VA:Cn11.1.3a</b> Recognize that responses to art change depending on knowledge of the time and place in which it was made.	<b>3.VA:Cn11</b> Recognize that responses to art change depending on knowledge of the time and place which it was made.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Dancing Stories</a>	<b>CCSS.ELA-LITERACY.RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>3.RL.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>DA:Re8.1.3</b> Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.	<b>3.DA:Re8</b> Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.
<a href="#">Region Design</a>	<b>3-ESS2-2</b> Obtain and combine information to describe climates in different regions of the world.	<b>NGSS Standard used by CA</b>	<b>TH:Cr1.1.3b</b> Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/ theatre work.	<b>3.TH:Cr1</b> <b>c.</b> Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/ theatre work.
<a href="#">Measuring the Story</a>	<b>CCSS.MATH.CONTENT.3.MD.B.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters.	<b>3.MD.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off with appropriate units - whole numbers, halves, or quarters.	<b>VA:Cr3.1.3a</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.	<b>3.VA:Cr3</b> Discuss, reflect, and add details to enhance an artwork's emerging meaning.
<a href="#">Take Note</a>	<b>CCSS.MATH.CONTENT.3.NF.A.1</b> Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ .	<b>3.NF.1</b> Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ .	<b>MU:Cr2.1.3b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	<b>3.MU:Cr2</b> <b>b.</b> Use standard and/or ironic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
<a href="#">Shades of Meaning</a>	<b>CCSS.ELA-LITERACY.L.3.5.C</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<b>3.L.5.c</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<b>VA:Cr3.1.3a</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.	<b>3.VA:Cr3</b> Discuss, reflect, and add details to enhance an artwork's emerging meaning.
<a href="#">Where Do I Stand?</a>	<b>CCSS.MATH.CONTENT.3.MD.C.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.	<b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement. <b>a.</b> A square with side length 1 unit, called "a unit square," of area, and can be used to measure area. <b>b.</b> A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.	<b>DA:Pr6.1.3</b> Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	<b>3.DA:Pr6</b> Identify the main areas of a performance space using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Polygon Palette</a>	<b>CCSS.MATH.CONTENT.3.MD.D.8</b> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	<b>3.MD.8</b> Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	<b>VA:Cr1.3a</b> Elaborate on an imaginative idea.	<b>3.VA:Cr1.1</b> Elaborate on an imaginative idea.

# California Standards Correlations

# EDITION 2

## Fourth Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Musical Details</a>	<b>CCSS.ELA-LITERACY.2.4.3B</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<b>4.W.3.b</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<b>MU:Pr4.2.4.c</b> Explain how context (such as social and cultural) informs a performance.	<b>4.MU:Re7.2</b> Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as personal, social, and cultural).
<a href="#">Dancing Angles</a>	<b>CCSS.MATH.CONTENT.4.MD.C.5</b> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	<b>4.MD.5</b> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	<b>DA:Cr3.1.4</b> Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).	<b>4.DA:Cr3</b> Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain and document choices made in the process.
<a href="#">Digital Ideas</a>	<b>CCSS.ELA-LITERACY.RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>MA:Cn11.1.4a</b> Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.	<b>4.MA:Cn11</b> <b>a.</b> Explain, verbally and/or in media artworks, how media artworks and ideas, such as fantasy and reality and technology use, relate to everyday life and culture.
<a href="#">Decoding Maps</a>	<b>NGSS 4-ESS2-2</b> Analyze and interpret data from maps to describe patterns of Earth's features.	<b>NGSS Standard used by CA</b>	<b>VA:Cn11.1.4a</b> Through observation, infer information about time, place, and culture in which a work of art was created.	<b>4.VA:Cn11</b> Through observation, infer information about time, place, and culture in which a work of art was created.
<a href="#">Solving to Design</a>	<b>CCSS.MATH.CONTENT.4.OA.A.2</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	<b>4.OA.2</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	<b>VA:Cr2.3.4a</b> Document, describe, and represent regional constructed environments.	<b>4.VA:Cr2.3</b> Document, describe, and represent regional constructed environments.



LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Weather Motions</a>	<b>4-ESS2-1</b> Make observations and/or measurements of provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	<b>NGSS Standard used by CA</b>	<b>MA:Cr3.1.4a</b> Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.	<b>4.MA:Cr3</b> <b>a.</b> Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated aesthetic principles, such as balance and contrast.
<a href="#">Two Views, One Event</a>	<b>CCSS.ELA-LITERACY.RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>4.RI.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>MU:Re7.1.4</b> Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	<b>4.MU:Re7.1</b> Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
<a href="#">Answers Through Dance</a>	<b>CCSS.ELA-LITERACY.W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>DA:Cn10.1.4b</b> Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.	<b>4.DA:Cn10</b> <b>b.</b> Develop and research a question relating to a topic of study in school using multiple sources of reference. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.
<a href="#">Imaginary Elsewhere</a>	<b>CCSS.MATH.CONTENT.4.MD.A.3</b> Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	<b>4.MD.3</b> Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	<b>TH:Cr1.1.4a</b> Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.	<b>4.TH:Cr1</b> <b>a.</b> Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work.
<a href="#">Museum of...</a>	<b>CCSS.ELA-LITERACY.SL.4.1</b> 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.	<b>4.SL.1</b> 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.	<b>VA:Pr5.1.4a</b> Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	<b>4.VA:Pr5</b> Analyze the various considerations for presenting and protecting art in various locations, indoor and outdoor settings, in temporary or permanent forms, and in physical or digital formats.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Painting Light</a>	<b>4-PS4-2</b> Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	<i>NGSS Standard used by CA</i>	<b>TH:Re9.1.4.b</b> Investigate how technical elements may support a theme or idea in a drama/theatre work.	<b>4.TH:Re9</b> <b>c.</b> Explore how technical theatre elements may support a theme or idea in a drama/theatre work.
<a href="#">Living Characters</a>	<b>CCSS.ELA-LITERACY.RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<b>4.RL.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<b>TH:Pr4.1.4.b</b> Make physical choices to develop a character in a drama/theatre work.	<b>4.TH:Pr4</b> <b>b.</b> Make physical choices to develop a character in a drama/theatre work.
<a href="#">Lines of Meaning</a>	<b>CCSS.MATH.CONTENT.4.G.A.3</b> 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.	<b>4.G.3</b> 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.	<b>VA:Re7.2.4a</b> Analyze components in visual imagery that convey messages.	<b>4.VA:Re7.2</b> Analyze components in visual imagery that convey messages.
<a href="#">Feeling Music</a>	<b>CCSS.ELA-LITERACY.RI.4.3</b> Explain events, procedures, ideas, or concept in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>4.RI.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>MU:Pr4.1.4</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	<b>4.MU:Pr4.1</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
<a href="#">Views of Freedom</a>	<b>CCSS.ELA-LITERACY.RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>4.RL.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>MA.Cn10.1.4a</b> Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.	<b>4.MA:Cn10</b> <b>a.</b> Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.
<a href="#">Culture Collage</a>	<b>CCSS.ELA-LITERACY.RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<b>4.RL.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<b>VA:Cr1.2.4a</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	<b>4.VA:Cr1.2</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Melodic Names</a>	<b>CCSS.MATH.CONTENT.4.NF.B.3.B</b> Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	<b>4.NF.3.b</b> Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ .	<b>MU:Cr2.1.4b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	<b>4.MU:Cr2</b> <b>b.</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
<a href="#">Dancing in Code</a>	<b>4-PS4-3</b> Generate and compare multiple solutions that use patterns to transfer information.	<b>NGSS Standard used by CA</b>	<b>DA:Cr1.1.4b</b> Develop a movement problem and manipulate the elements of dance as tools to find a solution.	<b>4.DA:Cr1</b> <b>b.</b> Develop a movement problem and manipulate the elements of dance as tools to find a solution.
<a href="#">Illustrating Words</a>	<b>CCSS.ELA-LITERACY.RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<b>4.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<b>VA:Cr3.1.4a</b> Revise artwork in progress on the basis of insights gained through peer discussion.	<b>4.VA:Cr3</b> Revise artwork in progress on the basis of insights gained through peer discussion.
<a href="#">Energy Dance</a>	<b>4-PS3-1</b> Use evidence to construct an explanation relating the speed of an object to the energy of that object.	<b>NGSS Standard used by CA</b>	<b>DA:Cr2.1.4b</b> Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.	<b>4.DA:Cr2</b> <b>b.</b> Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

# California Standards Correlations

# EDITION 2

## Fifth Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Interpreting Figures</a>	<b>CCSS.MATH.CONTENT.5.G.B.4</b> Classify two-dimensional figures in a hierarchy based on properties	<b>5.G.4</b> Classify two-dimensional figures in a hierarchy based on properties.	<b>VA:Re8.1.5a</b> Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	<b>5.VA:Re8</b> Interpret art by analyzing characteristics of a form of structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
<a href="#">Art Hypothesis</a>	<b>5-PS1-4</b> Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	<b>NGSS Standard used by CA</b>	<b>VA:Cr1.1.5a</b> Combine ideas to generate an innovative idea for art-making	<b>5.VA:Cr1.1</b> Combine ideas to generate an innovative idea for art-making.
<a href="#">Voices in Music</a>	<b>CCSS.ELA-LITERACY.RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>5.RI.6</b> Analyze multiple accounts of the same events or topic, noting important similarities and differences in the point of view they represent.	<b>MU:Re8.1.5</b> Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.	<b>5.MU:Re8</b> Demonstrate and explain how expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' personal interpretations to reflect creators' expressive intent.
<a href="#">Home Is...</a>	<b>CCSS.ELA-LITERACY.W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>5.W.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>VA:Cr3.1.5a</b> Create artist statements using art vocabulary to describe personal choices in artmaking.	<b>5.VA:Cr3</b> Use art vocabulary to describe personal choices in artmaking and in creating artist statements.
<a href="#">Documenting Grit</a>	<b>CCSS.ELA-LITERACY.W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>MA:Pr4.1.5</b> Create media artworks through the integration of multiple contents and forms, such as media broadcast.	<b>5.MA:Pr4</b> Create media artworks through the integration of multiple contents and forms.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Create the Problem</a>	<b>CCSS.MATH.CONTENT.5.NF.A.2</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mental and assess the reasonableness of answers.	<b>5.NF.2</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mental and assess the reasonableness of answers.	<b>VA:Cr1.1.5</b> Combine ideas to generate an innovative ideas for art-making.	<b>5.VA:Cr1.1</b> Combine ideas to generate an innovative idea for art-making.
<a href="#">Character Concept Album</a>	<b>CCSS.ELA-LITERACY.RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<b>5.RL.2</b> Determine a them of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<b>MU:Cn10.1.5</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<b>5.MU:Cn10</b> Explain and demonstrate how personal interests, experiences, ideas, and knowledge relate to creating, performing, and responding to music.
<a href="#">Hear Him, Hear Me</a>	<b>CCSS.ELA-LITERACY.RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>5.RI.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>TH:PR4.1.5A</b> Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	<b>5.TH:Pr4</b> <b>a.</b> Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.
<a href="#">Aligning Worlds</a>	<b>5-LS2-1</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	<b>NGSS Standard used by CA</b>	<b>VA:Cr2.1.5a</b> Experiment and develop skills in multiple art-making techniques and approaches through practice.	<b>5.VA:Cr2.1</b> Experiment and develop skills in multiple art-making techniques and approaches through practice.
<a href="#">Crafting Volume</a>	<b>CCSS.MATH.CONTENT.5.MD.C.5.C</b> Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	<b>5.MD.5.c</b> Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.	<b>MA:Cr3.1.5a</b> Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.	<b>5.MA:Cr3</b> <b>a.</b> Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated aesthetic principles, such as emphasis and exaggeration.
<a href="#">Building Voices</a>	<b>CCSS.ELA-LITERACY.W.5.3.B</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>5.W.3.b</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses or characters to situations.	<b>TH:Cr3.1.5b</b> Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	<b>5.TH:Cr3</b> <b>b.</b> Use physical and vocal exploration for character development in a devised or scripted drama/theatre work.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Playing the Scene</a>	<b>CCSS.ELA-LITERACY.RL.5.3</b> Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<b>5.W.9.b</b> Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact).").	<b>MU:Pr4.3.5</b> Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	<b>5.MU:Pr4.3</b> Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
<a href="#">Finding the Line</a>	<b>CCSS.MATH.CONTENT.5.G.A.2</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	<b>5.G.2</b> Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	<b>VA:Re8.1.5a</b> Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	<b>5.VA:Re8</b> Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
<a href="#">Dance of Culture</a>	<b>CCSS.ELA-LITERACY.RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>5.RI.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>DA:Cn11.1.5</b> Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	<b>5.DA:Cn11</b> Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.
<a href="#">Properties of Design</a>	<b>NGSS 5-PS1-3</b> Make observations and measurements to identify materials based on their properties.	<b>NGSS Standard used by CA</b>	<b>TH:Pr5.1.5b</b> Demonstrate the use of technical elements in a drama/theatre work.	<b>5.TH:Pr5</b> <b>b.</b> Demonstrate the use of technical theatre elements in a drama/theatre work.
<a href="#">Artful Approach</a>	<b>CCSS.ELA-LITERACY.RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>5.RL.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>VA:Cn11.1.5a</b> Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	<b>5.VA:Cn11</b> Identify how art is used to inform or change beliefs
<a href="#">Emphasized Math</a>	<b>CCSS.MATH.CONTENT.5.OA.A.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	<b>5.OA.1</b> Use parentheses, braces, or brackets in numerical expressions, and evaluate expressions with these symbols.	<b>MA:Cr3.1.5a</b> Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.	<b>5.MA:Cr3</b> <b>a.</b> Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated aesthetic principles, such as emphasis and exaggeration.



LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Earth Energy</a>	<b>5-ESS2-1</b> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	<b>NGSS Standard used by CA</b>	<b>DA:Pr5.1.5c</b> Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.	<b>5.DA:Pr5</b> <b>c.</b> Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.
<a href="#">Analyzing Intent</a>	<b>CCSS.ELA-LITERACY.RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>5.RL.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>MA:Re8.1.5a</b> Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.	<b>5.MA:Re8</b> Determine and compare personal and group interpretations of a variety of media artworks, considering their intent and context.
<a href="#">Stage Shadows</a>	<b>5-ESS1-2</b> Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	<b>NGSS Standard used by CA</b>	<b>TH:Pr5.1.5b</b> Demonstrate the use of technical elements in a drama/theatre work.	<b>5.TH:Pr5</b> <b>b.</b> Demonstrate the use of technical theatre elements in a drama/theatre work.
<a href="#">Sculpture Viewpoints</a>	<b>CCSS.ELA-LITERACY.W.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<b>5.W.5.3.e</b> Provide a conclusion that follows from the narrated experiences or events.	<b>VA:Cr1.1.5a</b> Combine ideas to generate an innovative idea for art-making.	<b>5.VA:Cr.1.1</b> Combine ideas to generate an innovative idea for art-making.

# California Standards Correlations

# EDITION 2

## Sixth Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Composite Figure Compositions</a>	<b>CCSS.MATH.CONTENT.6.G.A.1</b> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	<b>6.G.1</b> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	<b>VA:Cr1.1.6a</b> Combine concepts collaboratively to generate innovative ideas for creating art.	<b>6.VA:Cr1.1</b> Combine concepts collaboratively to generate innovative ideas for creating art.
<a href="#">How Text Presents Information</a>	<b>CCSS.ELA-LITERACY.RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).	<b>6.RH.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).	<b>MA:Re.8.1.6</b> Analyze the intent of a variety of media artworks, using given criteria.	<b>6.MA:Re8</b> Analyze the intent of a variety of media artworks, using given criteria.
<a href="#">Contextual Comics</a>	<b>CCSS.ELA-LITERACY.L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	<b>6.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	<b>MA:Cr2.1.6</b> Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	<b>6.MA:Cr2</b> Organize, propose, and evaluate artistic ideas, plans, prototypes, and production process for media arts productions, considering expressive intent and resources.
<a href="#">Climate Change and Media Arts</a>	<b>MS-ESS-6</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	<b>NGSS Standard used by CA</b>	<b>MA:Cr3.1.6a</b> Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.	<b>6.MA:Cr3</b> <b>a.</b> Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated aesthetic principles, such as point of view and perspective.
<a href="#">Point of View in Music</a>	<b>CCSS.ELA-LITERACY.RH.6-8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>6.RH.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>MU:Re.8.1.6</b> Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	<b>6.MU:Re8</b> Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Thematic Theatre</a>	<b>CCSS.ELA.LITERACY.SL.6.4</b> 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.	<b>6.SL.4</b> Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>TH:Pr5.1.6b</b> Articulate how technical elements are integrated into a drama/theatre work.	<b>6.TH:Pr5</b> <b>b.</b> Articulate how technical theatre elements are integrated into a drama/ theatre work.
<a href="#">Moon Phase Dance</a>	<b>MS-ESS1-1</b> Develop and use a model of the Earth-sun-moon system to describe the cyclic pattern of lunar phases, eclipses of the sun and moon, and seasons.	<b>NGSS Standard used by CA</b>	<b>DA:Cr1.1.6</b> Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).	<b>6.DA:Cr1</b> <b>a.</b> Relate similar or contrasting ideas to develop choreography using a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).
<a href="#">Islamic Architecture and Tessellations</a>	<b>CCSS.ELA-LITERACY.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>6.RH.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>VA:Re.7.2.6a</b> Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	<b>6.VA:Re7.2</b> Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
<a href="#">Comparative Music</a>	<b>CCSS:ELA.LITERACY.RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<b>6.RL.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<b>MU:Re8.1.6</b> Describe a personal interpretation of how creators’ and performers’ application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	<b>6.MU:Re8</b> Describe a personal interpretation of how creators’ and performers’ application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
<a href="#">Musical Waves</a>	<b>NGSS MS-PS4-1</b> Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	<b>NGSS Standard used by CA</b>	<b>MU: Pr4.1.6a</b> Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	<b>6.MU:Pr4.1</b> Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.
<a href="#">Children of War</a>	<b>CCSS.ELA-LITERACY.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>6.RH.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>MA:Cr3.1.6a</b> Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.	<b>6.MA:Cr3</b> <b>a.</b> Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated aesthetic principles, such as point of view and perspective.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Transitions</a>	<b>CCSS.ELA-LITERACY.W.6.2.C</b> Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>6.W.2.c</b> Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>DA:Cn10.1.6a</b> Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.	<b>6.DA:Cn10</b> <b>a.</b> Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.
<a href="#">Interdependent Relationships</a>	<b>MS-LS2-2</b> Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	<b>NGSS Standard used by CA</b>	<b>TH:Cr1.1.6a</b> Identify possible solutions to staging challenges in a drama/theatre work.	<b>6.TH:Cr1</b> <b>a.</b> Identify possible solutions to staging challenges in a drama/theatre work.
<a href="#">Personal Cartouche</a>	<b>CCSS.ELA-LITERACY.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>6.RH.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>VA:Cn10.1.6a</b> Generate a collection of ideas reflecting current interests and concerns that could be investigate in art-making.	<b>6.VA:Cn10</b> Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
<a href="#">Setting the Scene</a>	<b>CCSS.ELA-LITERACY.RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>6.RL.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>VA:Cr1.1.6a</b> Combine concepts collaboratively to generate innovative ideas for creating art.	<b>6.VA:Cr1.1</b> Combine concepts collaboratively to generate innovative ideas for creating art.
<a href="#">Museum Ratios</a>	<b>CCSS.MATH.CONTENT.6.RP.A.1</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	<b>6.RP.1</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote Candidate A received, Candidate B received nearly three votes."	<b>VA:Pr6.1.6a</b> Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	<b>6.VA:Pr6</b> Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community and/or culture.
<a href="#">Coordinate Murals</a>	<b>CCSS.MATH.CONTENT.6.NS.C.8</b> Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	<b>6.NS.8</b> Solve real-world and mathematical problems by graphing points in all four quadrant of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	<b>TH:Cr1.1.6b</b> Identify solutions to design challenges in a drama/theatre work.	<b>6.TH:Cr1</b> <b>a.</b> Identify possible solutions to staging challenges in a drama/theatre work.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">A Song A Day</a>	<b>CCSS.ELA-LITERACY.W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>6.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	<b>6.MU:Re7.1</b> Select music to listen and explain the connections to specific interests or experiences for a specific purpose.
<a href="#">Dance of Kinetic Energy</a>	<b>MS-PS3-5</b> Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	<b>NGSS Standard used by CA</b>	<b>DA:Pr4.1.6c</b> Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free flowing movements and appropriately apply them to technique exercises and dance phrases.	<b>6.DA:Pr4</b> <b>c.</b> Use the internal body force created by varying tension within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free flowing movements and appropriately apply them to dance phrases.
<a href="#">Speed of Dance</a>	<b>CCSS.MATH.CONTENT.6.RP.A.3.B</b> Solve unit rate problems including those involving unit pricing and constant speed.	<b>6.RP.3.b</b> Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed.	<b>DA:Cn10.1.6a</b> Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.	<b>6.DA:Cn10</b> <b>a.</b> Observe the moment characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.
<a href="#">Literary Movement</a>	<b>CCSS.ELA-LITERACY.RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>6.RL.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>DA:Re8.1.6a</b> Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre-specific dance terminology.	<b>6.DA:Re8.1.6</b> Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre-specific dance terminology.

# California Standards Correlations

# EDITION 2

## Seventh Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Math Mandalas</a>	<b>CCSS.MATH.CONTENT.7.G.B.4</b> Know the formulas for the area and circumference of a circle and use them to solve problems; give an information derivation of the relationship between the circumference and area of a circle.	<b>7.G.4</b> Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	<b>VA:Cr2.3.7a</b> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	<b>7.VA:Cr2.3</b> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
<a href="#">Mapping Cyberspace</a>	<b>CCSS.ELA-LITERACY.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>7.RH.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>MA:Cr1.1.7</b> Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.	<b>7.MA:Cr1</b> Produce a variety of ideas and solutions for media artworks through application of chosen generative methods such as concept modeling and prototyping.
<a href="#">Composition Organization</a>	<b>CCSS.ELA-LITERACY.RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<b>7.RST.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<b>MU:Cn11.1.7</b> Demonstrate understanding of the relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>7.MU:Cr11</b> Relate and demonstrate connections between music and societal, cultural, and historical context when creating, performing, and responding.
<a href="#">Musical Space Systems</a>	<b>MS-ESS1-1</b> Develop and use a model of the Earth-sun-moon system to describe the cyclic pattern or lunar phases, eclipses of the sun and moon, and seasons.	<b>NGSS Standard used by CA</b>	<b>MU:Cr1.1.7a</b> Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments with AB, ABA, or theme and variation forms that convey expressive intent.	<b>7.MU:Cr1</b> Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
<a href="#">Historical Figure Debate</a>	<b>CCSS.ELA-LITERACY.RH.6-8.1c</b> Cite specific textual evidence to support analysis of primary and secondary sources.	<b>7.RH.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.	<b>TH:Cr1.1.7</b> Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	<b>7.TH:Cr1</b> <b>a.</b> Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.
<a href="#">Riding in a Car</a>	<b>CCSS.ELA-LITERACY.SL.7.1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>7.SL.1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>TH:Cr3.1.7</b> Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	<b>7.TH:Cr3</b> <b>a.</b> Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.



LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Elements Dance</a>	<b>MS-ESS2-6</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	<b>NGSS Standard used by CA</b>	<b>DA:Cr1.1.7b</b> Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.	<b>7.DA:Cr1</b> <b>b.</b> Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.
<a href="#">Dance of Colliding Cultures</a>	<b>CCSS.ELA-LITERACY.RH.6-8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance or particular facts).	<b>7.RH.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>DA:Cr2.1.7a</b> Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.	<b>7.DA:Cr2</b> <b>a.</b> Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.
<a href="#">Transitional Choreography</a>	<b>CCSS.ELA-LITERACY.W.7.3.C</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>7.W.3.c</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>DA:Cr2.1.7a</b> Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.	<b>7.DA:Cr2</b> <b>a.</b> Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.
<a href="#">Probability Game Design</a>	<b>CCSS.MATH.CONTENT.7.SPC.7.B</b> Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	<b>7.SP.7.b</b> Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	<b>MA:Cr2.1.7a</b> Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	<b>7.MA:Cr2</b> Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.
<a href="#">How a Bill Becomes a Law</a>	<b>CCSS.ELA-LITERACY.RH.6-8.3</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	<b>7.RH.3</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	<b>MA:Cr2.1.7a</b> Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	<b>7.MA:Cr2</b> Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.
<a href="#">Radio Drama</a>	<b>CCSS.ELA-LITERACY.W.7.2.C</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>7.W.2.c</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>MA:Pr5.1.7c</b> Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	<b>7.MA:Pr5</b> <b>b.</b> Exhibit an increasing set of creative and innovative abilities, such as adaptive tool usage and exploratory processes, in developing solutions within and through media arts productions.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Matter, Energy, and Molas</a>	<b>MS-LS1-7</b> Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	<b>NGSS Standard used by CA</b>	<b>VA:Cr2.3.7a</b> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	<b>7.VA:Cr2.3</b> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
<a href="#">Bias and Perspective</a>	<b>CCSS.ELA-LITERACY.RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>7.RH.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>TH:Pr4.1.7</b> Use various character objectives in a drama/theatre work.	<b>7.TH:Pr4</b> <b>b.</b> Use various character objectives in a drama/theatre work.
<a href="#">What's the Scale?</a>	<b>CCSS.MATH.CONTENT.7.G.A.1</b> Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	<b>7.G.1</b> Solve problems involving scale drawings or geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	<b>TH:Cr1.1.7b</b> Explain and present solutions to design challenges in a drama/theatre work.	<b>7.TH:Cr1</b> <b>c.</b> Explain and present solutions to design challenges in a drama/theatre work.
<a href="#">Venue Experience</a>	<b>CCSS.MATH.CONTENT.7.EE.B.3</b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	<b>7.EE.3</b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example, if a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	<b>VA:Pr6.1.7a</b> Compare and contrast viewing and experiencing collections and exhibitions in different venues.	<b>7.VA:Pr6</b> Compare and contrast viewing and experiencing collections and exhibitions in different venues (physical and/or virtual).

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Meaning of Dance</a>	<b>CCSS.ELA-LITERACY.RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course or the text; provide an objective summary of the text.	<b>7.RI.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<b>DA:Re8.1.7a</b> Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.	<b>7.DA:Re8</b> Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Use genre-specific dance terminology.
<a href="#">Cultural Waves</a>	<b>MS-PS4-2</b> Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	<b>NGSS Standard used by CA</b>	<b>MU:Pr4.2.7c</b> Identify how cultural and historical context inform performances and result in different music interpretations.	<b>7.MU:Pr4.2</b> <b>c.</b> Identify how personal, social, cultural, and historical context inform performances and result in different musical effects.
<a href="#">Musical Inspirations</a>	<b>CCSS.ELA-LITERACY.W.7.2A</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>7.WHST.2.c</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>MU:Re7.1.7</b> Select or choose contrasting music to listen to compare the connections to specific interests or experiences for a specific purpose.	<b>7.MU:Re7.1</b> Select contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.
<a href="#">Thermal Costumes</a>	<b>MS-PS3-3</b> Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	<b>NGSS Standard used by CA</b>	<b>TH:Cr1.1.7b</b> Explain and present solutions to design challenges in a drama/theatre work.	<b>7.TH:Cr1</b> <b>c.</b> Explain and present solutions to design challenges in a drama/theatre work..

# California Standards Correlations

# EDITION 2

## Eighth Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Structure of Collaboration</a>	<b>CCSS.ELA-LITERACY.RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>8.RL.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>DA:Cr2.1.8a</b> Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.	<b>8.DA:Cr2</b> <b>a.</b> Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.
<a href="#">Loaded Language</a>	<b>CCSS.ELA-LITERACY.RH.6-8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>8.RH.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>TH:Pr4.1.8b</b> Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.	<b>8.TH:Pr4</b> <b>b.</b> Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.
<a href="#">Character Sculpting</a>	<b>CCSS.ELA-LITERACY.RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<b>8.RL.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<b>DA:Pr4.1.8a</b> Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.	<b>8.DA:Pr4</b> <b>a.</b> Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus during complex floor and air patterns and/or pathways.
<a href="#">Kandinsky Functions</a>	<b>CCSS.MATH.CONTENT.8.FA.3</b> Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	<b>8.F.3</b> Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4), and (3,9), which are not on a straight line.	<b>VA:Cr1.2.8a</b> Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	<b>8.VA:Cr1.2</b> Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practice of art and design.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Interactive Multimedia Theatre</a>	<b>CCSS.ELA-LITERACY.RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>8.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>MA:Pr4.1.8</b> Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.	<b>8.MA:Pr4</b> Integrate multiple contents and forms into unified media arts productions, such as interdisciplinary projects or multimedia theatre, that convey specific themes or ideas.
<a href="#">Informal Rhetoric</a>	<b>CCSS.ELA-LITERACY.RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>8.RI.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>MA:Cr3.1.8</b> Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.	<b>8.MA:Cr3</b> <b>a.</b> Implement production processes to integrate content and stylistic conventions for determined purpose and meaning in media arts productions, demonstrating understanding of associated aesthetic principles, such as theme and unity.
<a href="#">Dance Documentation</a>	<b>CCSS.MATH.CONTENT.8.G.A.1</b> Verify experimentally the properties of rotations, reflections, and translations.	<b>8.G.1</b> Verify experimentally the properties of rotation, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length; b. Angles are taken to angles of the same measure; c. Parallel lines are taken to parallel lines.	<b>DA:Cr3.1.8b</b> Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.	<b>8.DA:Cr3</b> <b>b.</b> Experiment with aspects of a recognized system and use the system to document one or more sections of a dance (e.g., writing a form of notation symbols, or using media technologies).
<a href="#">Soundtracking the Constitution</a>	<b>CCSS.ELA-LITERACY.RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>8.RH.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>MU:Re7.1.8</b> Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.	<b>8.MU:Re7.1</b> Select programs of music and demonstrate the connections to an interest or experience for a specific purpose.
<a href="#">Narrative Remixes</a>	<b>CCSS.ELA-LITERACY.W.8.3.B</b> Use narrative techniques, such as dialogue, pacing, descriptions, and reflection, to develop experiences, events, and/or characters.	<b>8.W.3.b</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>MU:Cr2.1.8a</b> Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.	<b>8.MU:Cr2</b> <b>a.</b> Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Mondrian Inspired Linear Equations</a>	<b>CCSS.MATH.CONTENT.8.EE.C.8</b> Analyze and solve pairs of simultaneous linear equations.	<b>8.EE.8</b> Analyze and solve pairs of simultaneous linear equations.	<b>VA:Re8.1.8a</b> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood.	<b>8.VA:Re8</b> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood.
<a href="#">Preamble Visual Essay</a>	<b>CCSS.ELA-LITERACY.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>8.RH.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>VA:Cr2.3.8a</b> Select, organize, and design images and words to make visually clear and compelling presentations.	<b>8.VA:Cr2.3</b> Select, organize, and design images and words to make visually clear and compelling presentations.
<a href="#">Variations of a Theme</a>	<b>CCSS.ELA-LITERACY.RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<b>8.RL.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<b>TH:Re9.1.8a</b> Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.	<b>8.TH:Re9</b> <b>a.</b> Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.
<a href="#">Interpreting Preferences</a>	<b>CCSS.MATH.CONTENT.8.SPA.4</b> Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	<b>8.SP.4</b> Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	<b>MU:Re7.2.8b</b> Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.	<b>8.MU:Re7.2</b> <b>b.</b> Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.



LESSON TITLE	COMMON CORE STANDARD	ALIGNED CALIFORNIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED CALIFORNIA STANDARD
<a href="#">Fact vs. Opinion News Reports</a>	<b>CCSS.ELA-LITERACY.RH.6-8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>8.RH.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>TH:Cr2.8a</b> Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.	<b>8.TH:Cr2</b> <b>a.</b> Articulate and apply critical analysis, personal experience, research, and historical and cultural context to the development of original ideas for drama/theatre work.
<a href="#">Circle of Motion</a>	<b>MS-PS2-2</b> Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	<b>NGSS Standard used by CA</b>	<b>DA:Re7.1.8a</b> Describe, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent.	<b>8.DA:Re7</b> <b>a.</b> Describe, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent.
<a href="#">Showcase Planning</a>	<b>MS-ETS1-2</b> Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	<b>NGSS Standard used by CA</b>	<b>MA:Re7.1.8b</b> Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.	<b>8.MA:Re7</b> <b>b.</b> Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.
<a href="#">Synthetic Museum</a>	<b>MS-PS1-3</b> Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	<b>NGSS Standard used by CA</b>	<b>VA:Pr5.1.8</b> Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.	<b>8.VA:Pr5</b> Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
<a href="#">Culminating Concert</a>	<b>CCSS.ELA-LITERACY.SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<b>8.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<b>MU:Pr4.1.8</b> Apply personally developed criteria for selecting music of contrasting styles for a program and/or context, and explain expressive qualities, technical challenges, and reasons for choices.	<b>8.MU:Pr4.1</b> Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges and reasons for choices.
<a href="#">Social Perspective</a>	<b>CCSS.ELA-LITERACY.SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.	<b>8.SL.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.	<b>TH:Cn10.1.8</b> Examine a community issue through multiple perspectives in a drama/theatre work.	<b>8.TH:Cn10</b> Examine a community issue through multiple perspectives in a drama/theatre work.
<a href="#">Passion Presentations</a>	<b>CCSS.ELA-LITERACY.RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<b>8.RI.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<b>MA:Cn10.1.8b</b> Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.	<b>8.MA:Cn10</b> <b>b.</b> Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.