

Texas Standards Correlations

EDITION 2

Kindergarten

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Classifying Me | CCSS.MATH.CONTENT.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | TEKS Math K.8a Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to: (A) collect, sort, and organize data into two or three categories | VA.Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen. | TEKS Art K.4A Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) express ideas about personal artworks or portfolios. |
| Reading Art to Survive | NGSS K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. | TEKS Science K.12B Organisms and environments. The student knows that plants and animals depend on the environment to meet their basic needs for survival. The student is expected to: (B) observe and identify the dependence of animals on air, water, food, space, and shelter. | VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details. | TEKS Art K.3A Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles; historical periods, and variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A) identify simple subjects expressed in artworks. |
| Story Alive | CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. | TEKS ELAR K.7B, C, D Multiple Genres Literary Elements: The Student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary text. The student is expected to: (B) identify and describe the main character(s). (C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance. (D) describe the setting. | TH:Cr2-Ka 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). | TEKS Theater K.2D Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: (D) participate in dramatic play. |

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| Math in Motion | CCSS.MATH-CONTENT.K.OAA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations. | K.OA.1 Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to: (A) model the action of joining to represent addition and the action of separating to represent subtraction. | DA:Cr2.1.Kb Express an idea, feeling, or image, through improvised movement moving alone or with a partner. | No matching standard |
| Imagination Station | NGSS K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. | TEKS Science K.5G (5) Recurring themes and concepts. The student uses recurring themes and concepts to make connection across disciplines. The student is expected to: (G) descry | VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem. | No matching standard |
| Mapping 100 | CCSS.MATH.CONTENT.K.CCA.1 Count to 100 by ones and by tens. | TEKS Math K.5 Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number. | DA:Cr3.1.Kb a. Apply suggestions for changing movement through guided improvisational experiences; b. Depict a dance movement by drawing a picture or using a symbol. | No matching standard |
| Character Play | CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | TEKS ELAR K.5E Comprehension The student uses metacognitive skills to both deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society with adult assistants. | TH:Cn10.1.Ka 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). | TEKS Theater K.1A Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (A) develop self-awareness through dramatic play. |
| Investigating Strength | NGSS K-PS2-1 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. | TEKS ELAR K.7 Force, motion, and energy. The student knows that forces cause changes in motion and position in everyday life. The student is expected to describe and predict how a magnet interacts with various materials and how magnets can be used to push or pull. | DA:Re8.1.K Observe movement and describe it using simple dance terminology. | No matching standard |

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| Habitat of the Mind | NGSS K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. | TEKS Science K.1G Scientific and engineering practices. The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to: (G) develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem. | VA:Cr2.3.Ka Create art that represents natural and constructed environments. | TEKS Art K.1A Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) gather information from subjects in the environment using the senses. |
| Through Our Eyes | CSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | TEKS ELAR K.12B Inquiry and Research The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (B) develop and follow a research plan with adult assistance. | MA:Cr3.1.K Form and capture media arts content for expression and meaning in media arts productions. | TEKS Technology K-2.1B Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (B) create original products using a variety of resources. |
| Shaping My Story | CCSS.MATH.CONTENT.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | TEKS Math K.6f Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to: (F) create two-dimensional shapes using a variety of materials and drawings. | VA:Cn10.1.Ka Create art that tells a story about a life experience. | TEKS Art K.3.B Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork. |

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| Dance of Emotion | CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text. | TEKS ELAR K.5B Comprehension The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. | DA:Cn10.1.Ka Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience. | No matching standard |
| Image Illusions | CCSS.ELA-LITERACY.RL.K.7 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). | TEKS ELAR K.9(C) Author's Purpose and Craft The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes. | VA:Re7.2.Ka Describe what an image represents. | TEKS Art K.3A Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A) identify simple subjects expressed in artworks. |
| Music and Story | CCSS.ELA-LITERACY.W.K.3 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. | TEKS ELAR K.10(B) Writing Process The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (B) develop drafts in oral, pictorial, or written form by organizing ideas. | MU:Pr4.2.Ka 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. | TEKS Music K.1D Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances. |
| Reading Voices | CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding. | TEKS ELAR K.1A,C Foundational Language: Oral Language The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively and ask questions to understand information and answer questions using multi-word responses. (C) share information and ideas by speaking audibly and clearly using the conventions of language. | TH:Pr6.1.Ka With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | TEKS Theater K.1C Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (C) imitate sounds. |

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| Be the Architect | CCSS.MATH.CONTENT.K.GA.1 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. | TEKS Math K.6b Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to: (B) identify three-dimensional components of three-dimensional objects. | TH:Cr1.1.K 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). | No matching standard |
| The Art of Family | CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details. | TEKS ELAR K.6D Response The student responds to an increasingly challenging variety of sources that are read, heard or viewed. The student is expected to: (D) retell texts in ways that maintain meaning. | VA:Re9.1.Ka Explain reasons for selecting a preferred artwork. | TEKS Art K.4A Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) express ideas about personal artworks or portfolios. |
| Weather Seconds | NGSS K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. | TEKS Science K.10B Earth and space. The student knows that the natural world includes earth materials and systems that can be observed. The student is expected to: (B) observe and describe weather changes from day to day and over seasons. | MA:Re8.1.Ka With guidance, share observations regarding a variety of media artworks. | TEKS Technology K-2.3C Research and information fluency. The student acquires and evaluates digital content. The student is expected to: (C) evaluate the usefulness of acquired digital content. |
| Personal Preferences | CCSS.ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | TEKS ELAR K.8A,D Multiple Genres: Genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes. (D) recognize characteristics and structures of informational text. | MU:Re7.1.K With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. | TEKS Music K.3B Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: (B) identify simple interdisciplinary concepts related to music. |

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| Dancing Forward | CCSS.MATH.CONTENT.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | TEKS Math K.5 Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number. | DA:Cr3.1.K Apply suggestions for changing movement through guided improvisational experiences. | No matching standard |

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First Grade

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| Color Beams | 1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. | TEKS Science 1.5B (5) Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. The student is expected to: (B) investigate and predict cause-and-effect relationships in science. | VA:Cr2.1.1.a Explore uses of materials and tools to create works of art or design. | TEKS Art 1.2C Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms. |
| It's a... | CCSS.MATH.CONTENT.1.MD.C.4 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. | TEKS Math 1.8A Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to: (A) collect, sort, and organize data in up to three categories using models/representations such as tally marks of T-charts. | TH:Cr3.1.1c Collaborate to imagine multiple representations of a single object in a guided drama experience. | TEKS Theater 1.1D Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (D) imitate and create animate and inanimate objects in dramatic play. |

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| Carnival Opinions | CCSS.ELA-LITERACY.W.1.1 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. | TEKS ELAR 1.7B,E Response Skills The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (B) write brief comments on literary or informational texts. (E) interact with sources in meaningful ways such as illustrating or writing. | MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. | TEKS Music 1.6C Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: (C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; |
| Changing Characters | CCSS.ELA-LITERACY.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | TEKS ELAR 1.7C Response Skills The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response. | VA:Re:7.2.1a Compare images that represent the same subject. | TEKS Art 1.3A Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A) identify simple ideas expressed in artworks through different media. |
| Scene Shaper | CCSS.MATH.CONTENT.1.G.A.2 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. | TEKS Math 1.6C, F Geometry and Measurement Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to: (C) create two dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons. (F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible. | VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials. | No matching standard |

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| Tell Me | 1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. | TEKS Science 1.1G Scientific and engineering practices. The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to: (G) develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem. | VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. | TEKS Art 1.2C Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms. |
| Video in Ten | CCSS.MATH.CONTENT.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. | TEKS Math 1.2A (2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to: (A) recognize instantly the quantity of structured arrangements. | MA:Pr5.1.1c Experiment with and share different ways to use tools and techniques to construct media artworks. | TEKS Technology K-2.4B Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to: (B) evaluate the appropriateness of a digital tool to achieve the desired product. |
| Dance Connection | CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. | TEKS ELAR 1.6E The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society with adult assistance. | DA:Cr2.1.1b Choose movements that express an idea or emotion, or follow a musical phrase. | No matching standard |

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| Light It Up | 1-PS4-2 Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. | TEKS Science 1.1A Scientific and engineering practices. The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to: (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations. | TH:Pr5.1.1.b With prompting and support, identify technical elements that can be used in a guided drama experience. | TEKS Theater 1.3B Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (B) adapt the environment for dramatic play using common objects such as tables or chairs. |
| Art Equality | CCSS.MATH.CONTENT.1.OA.D.7 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$ | TEKS Math 1.5E Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to: (E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s). | VA:Cr3.1.1a Use art vocabulary to describe choices while creating art. | TEKS Art 1.1B Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments. |
| Play the Event | CCSS.ELA-LITERACY.W.1.7 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). | TEKS ELAR 1.13B The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (B) develop and follow a research plan with adult assistance. | TH:Cr2-1.a Contribute to the development of a sequential plot in a guided drama experience. | TEKS Theater 1.2C Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: (C) dramatize simple stories |

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| Scoring Art | CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. | TEKS ELAR 1.8B,C,D Multiple Genres The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary and diverse literary texts. The student is expected to: (B) describe the main character(s) and the reasons for their actions. (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. (D) describe the setting. | MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. | TEKS Music 1.4AB Creative expression. The student creates and explores new musical ideas. The student is expected to: (A) create short, rhythmic patterns using known rhythms; (B) create short, melodic patterns using known pitches; |
| Towering Totem | CCSS.MATH.CONTENT.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. | TEKS Math 1.7C Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to: (C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ. | VA:Re9.1.1a Classify artwork base on different reasons for preferences. | TEKS Art 1.4B Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers. |
| Life is a Caberet | CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | TEKS ELAR 1.1E The student develops oral language through listening, speaking, and discussion. The student is expected to: (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate and expressing needs and feelings. | MU:Cn10.1.1a Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. | TEKS Music 1.5C Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: (C) identify simple interdisciplinary concepts relating to music. |
| World Beats | CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | TEKS ELAR 1.2B The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B) demonstrate and apply phonetic knowledge | MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. | TEKS Music 1.5B Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: (B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures. |

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| Improvised Fables | CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | TEKS ELAR 1.7D The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) retell texts in ways that maintain meaning. | DA:Cr2.1.1a Improvise a series of movements that have a beginning, middle, and end, and describe movement choices. | No matching standard |
| Space Dance | 1.ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. | TEKS Science 1.9 Earth and space. The student knows that the natural world has recognizable patterns. The student is expected to describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature. | DA:Pr4.1.1a 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. | No matching standard |
| Mosaic Data | CCSS.MATH.CONTENT.1.MD.C.4 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. | TEKS Math 1.8A Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to: (A) collect, sort, and organize data in up to three categories using models/representations such as tally marks of T-charts. | VA:Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form. | TEKS Art 1.4B Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers. |
| Depicting Dance | CCSS.ELA-LITERACY.L.1.1.F Use frequently occurring adjectives. | TEKS ELAR 1.3D The student uses newly acquired vocabulary expressively. The student is expected to: (D) identify and use words that name actions, directions, positions, sequences, categories, and locations. | DA:Cr3.1.1b Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach). | No matching standard |
| Character Gestures | CCSS-ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | TEKS ELAR 1.10D The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (D) discuss how the author uses words that help the reader visualize. | TH:Pr4.1.1.b Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience. | TEKS Theater 1.1C Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (C) imitate actions and sounds |

EDITION 2

Second Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Number Games | CCSS.MATH.CONTENT.2.O.A.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | TEKS Math 2.4A Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to: (A) recall basic facts to add and subtract within 20 with automaticity. | VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity. | TEKS Art 2.2A Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space. |
| Pollination Games | 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. | TEKS Science 2.12C Organisms and environments. The student knows that living organisms have basic needs that must be met through interactions within their environment. The student is expected to: (C) explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around. | DA:Cr2.1.2 Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices. | No matching standard |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Community Colors | CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | TEKS ELAR 2.12B Composition: Listening, speaking, reading, writing, and thinking using multiple texts- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (B) compose informational texts, including procedural texts and reports. | VA:Pr6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. | TEKS Art 2.3C Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (C) analyze how art affects everyday life and is connected to jobs in art and design. |
| Circle It Up | CCSS.MATH-CONTENT.2.NBT.B.7 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. | TEKS Math 2.2A 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. | VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork. | TEKS Art 2.4A Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) support reasons for preferences in personal artworks. |
| What Did You Sing? | CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | TEKS ELAR 2.5 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. | MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creatures use them to convey expressive intent. | TEKS Music 2.3E Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: (E) perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Making Paint | 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. | TEKS Science 2.6B Matter and its properties. The student knows that matter has physical properties that determine how it is described, classified, and used. The student is expected to: (B) conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing; and | VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem. | No matching standard |
| Light Plots | CCSS.MATH.CONTENT.2.OA.C.4 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. | TEKS Math 2.6A Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. The student is expected to: (A) model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects and joined. | TH:Pr5.1.2b Explore technical elements in a guided drama experience. | TEKS Theater 2.3A,B Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) select aspects of the environment such as location, climate, or time for use in dramatic play; (B) adapt the environment for dramatic play using common objects such as tables or chairs. |
| Build to Rebuild | 2-PS1-3 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. | TEKS Science 2.6C Matter and its properties. The student knows that matter has physical properties that determine how it is described, classified, and used. The student is expected to: (C) demonstrate that small units such as building blocks can be combined or reassembled to form new objects for different purposes and explain the materials chosen based on their physical properties. | VA:Cr2.3.2a Repurpose objects to make something new. | No matching standard |
| Feature Scene | CCSS.ELA-LITERACY.RI.2.5 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. | TEKS ELAR 2.6C,G The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (G) evaluate details read to determine key ideas. | TH:Cn11.2.2b Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience. | TEKS Theater 2.4A Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: (A) imitate life experiences from school and community cultures in dramatic play; |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Aesthetics of Diversity | 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. | TEKS Science 2.12B Organisms and environments. The student knows that the environment is composed of relationships between living organisms and nonliving components. The student is expected to: (B) describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums; | VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments. | TEKS Art 2.1A Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) compare and contrast variations in objects and subjects from the environment using the senses. |
| Song of My Name | CCSS.ELA-LITERACY.W.2.3 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. | TEKS ELAR 2.11B The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (B) develop drafts into a focused piece of writing by: (i) organizing with structure, (ii) developing an idea with specific and relevant details. | MU:CR2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. | TEKS Music 2.4C Creative expression. The student creates and explores new musical ideas. The student is expected to: (C) explore new musical ideas in phrases using singing voice and classroom instruments. |
| Finding the Voice | CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue out loud. | TEKS ELAR 2.9C The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (C) discuss elements of drama such as characters, dialogue, and setting. | TH:Pr4.1.2b Alter voice and body to expand and articulate nuances of a character in a guided drama experience. | TEKS Theater 2.1B,C Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (B) expand spatial awareness in dramatic play using expressive and rhythmic movement; (CP) participate in dramatic play using actions, sounds, and dialogue. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Finding Happy | CCSS.ELA-LITERACY.W.2.1 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. | TEKS ELAR 2.12A The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (A) compose literary texts, including personal narratives and poetry. | MU:Re7.1.2 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. | TEKS Music 2.6D Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: (D) respond verbally or through movement to short musical examples. |
| Interpreting Culture | CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | TEKS ELAR 2.9A Recount stories, including fables and folktales The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales. diverse cultures, and determine their central message, lesson, or moral. | VA:Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. | TEKS Art 2.3A Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A) interpret stories, content, and meanings in a variety of artworks. |
| Clue Cracker | CCSS.ELA-LITERACY.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | TEKS ELAR 2.9A Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | DA:Re8.1.2 a. Use context clues from movement to identify meaning and intent in a dance using simple dance terminology. | No matching standard |
| One Big Word | CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | TEKS ELAR 2.9D The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (iii) organizational patterns such as chronological order and cause and effect stated explicitly. | VA:Re7.2.2a Categorize images based on expressive properties. | TEKS Art 2.4B Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Photo Spy | CCSS.MATH.CONTENT.2.G.A.1 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. | TEKS Math 2.8A,D Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to: (a) create two dimensional shapes based on given attributes, including number of sides and vertices; (d) compose two-dimensional and three-dimensional solids with given properties or attributes. | MA:Pr5.1.2c Demonstrate and explore identified methods to use tools to capture and form media artworks. | TEKS Technology K-2.4D Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to: (D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages. |
| Earth Moves | 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. | TEKS Science 2.9 Earth and space. The student knows that the natural world has recognizable patterns. The student is expected to describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature. | DA:Cr2.1.2b Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices. | No matching standard |
| Data Alive | CCSS.MATH.CONTENT.2.MD.D.10 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. | TEKS Math 2.10B,C Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to: (B) organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more; (C) write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one. | MA:Cr2.1.2 Choose ideas to create plans and models for media arts productions. | TEKS Technology K-2.1D Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (D) create and execute steps to accomplish a task. |
| Dance the Distance | CCSS.MATH.CONTENT.2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters. | TEKS Math 2.9E Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to: (E) determine a solution to a problem involving length, including estimating lengths. | DA:Pr5.1.2 Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. | No matching standard |

Texas Standards Correlations

EDITION 2

Third Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Products of Art | CCSS.MATH.CONTENT.3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 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 5×7 . | TEKS Math 3.4D Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to: (D) determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10. | VA:Re9.1.3a Evaluate an artwork based on given criteria. | TEKS Art 3.4A Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists. |
| Quick Change | 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. | TEKS Science 3.7A Force, motion, and energy. The student knows the nature of forces and the patterns of their interactions. The student is expected to: (A) demonstrate and describe forces acting on an object in contact or at a distance, including magnetism, gravity, and pushes and pulls. | TH:Pr5.1.3b Identify the basic technical elements that can be used in drama/theatre work. | TEKS Theater 3.3A Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme; |
| Picture the Message | CCSS.ELA-LITERACY.RI.3.7 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). | TEKS ELAR 3.10C The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) explain the author's use of print and graphic features to achieve specific purposes. | VA:Re7.2.3a Determine messages communicated by an image. | TEKS Art 3.3A Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A) identify simple main ideas expressed in artworks from various times and places. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Lyric Analysis | CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | TEKS ELAR 3.7G The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (G) discuss specific ideas in the text that are important to the meaning. | MU:Re7.2.3 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). | TEKS Music 3.6E Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary. |
| Thriving and Surviving | 3-LS4-3 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. | TEKS Science 3.12C Organisms and environments. The student describes patterns, cycles, systems, and relationships within environments. The student is expected to: (C) describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations. | VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials. | TEKS Art 3.1A Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art. |
| What Do You Say? | CCSS.ELA-LITERACY.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | TEKS ELAR 3.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | TH:Pr5.1.3.a Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work. | TEKS Theater 3.2B Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: (B) participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization. |
| Focusing the View | CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | TEKS ELAR 3.12B The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | MA:Re7.1.3a Identify and describe how messages are created by components in media artworks. | No matching standard |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Media Fluency | CCSS.ELA-LITERACY.SL.3.5 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. | TEKS ELAR 3.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | MA:Pr3.1.3b Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks. | No matching standard |
| Detailed Traits | 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. | TEKS Science 3.13A Organisms and environments. The student knows that organisms undergo similar life processes and have structures that function to help them survive within their environments. The student is expected to: (A) explore and explain how external structures and functions of animals such as the neck of a giraffe or webbed feet on a duck enable them to survive in their environment. | VA:Cn10.1.3a Develop a work of art based on observations of surroundings. | TEKS Art 3.2A Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. The student is expected to: (A) integrate ideas drawn from life experiences to create original works of art; |
| Finding the Words | CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | TEKS ELAR 3.13A,C,E The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) generate questions on a topic for formal and informal inquiry; (C) identify and gather relevant information from a variety of sources; (E) demonstrate understanding of information gathered | VA:Re7.2.3a Determine messages communicated by an image. | TEKS Art 3.3A Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A) identify simple main ideas expressed in artworks from various times and places; |
| Stopping Change | 3-5 ETS 1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria | TEKS Science 3.3A Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to: (A) develop explanations and propose solutions supported by data and models | MA:Cr1.1.3a Develop multiple ideas for media artworks using a variety of tools, methods, and or materials. | TEKS Technology 3-5.1A Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (A) create original products using a variety of resources; |

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| Character Dissent | CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. | TEKS ELAR 3.10E The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (E) identify the use of literary devices, including first- or third-person point of view. | TH:Pr4.1.3a Apply the elements of dramatic structure to a story and create a drama/theatre work. | TEKS Theater 3.2D Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: (D) dramatize literary selections using pantomime and imitative dialogue. |
| Letters of Gratitude | CCSS.ELA-LITERACY.RI.3.7 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). | TEKS ELAR 3.10C The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) explain the author's use of print and graphic features to achieve specific purposes. | VA:Cn11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made. | TEKS Art 3.3B Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures; |
| Dancing Stories | CCSS.ELA-LITERACY.RL.3.5 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. | TEKS ELAR 3.10B The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (B) explain how the use of text structure contributes to the author's purpose. | DA:Re8.1.3 Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology. | No matching standard |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Region Design | 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. | TEKS Science 3.10A Earth and space. The student knows that there are recognizable processes that change Earth over time. The student is expected to: (A) compare and describe day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation. | TH:Cr1.1.3b Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work. | TEKS Theater 3.3B,C Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (B) use simple technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme; (C) plan dramatic play; |
| Measuring the Story | CCSS.MATH.CONTENT.3.MD.B.4 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. | TEKS Math 3.8A Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to: summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. | VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning. | No matching standard |
| Take Note | CCSS.MATH.CONTENT.3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. | TEKS Math 3.3C Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to: (C) explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number. | MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. | TEKS Music 3.4A,B Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to: (A) create rhythmic phrases through improvisation or composition, (B) create melodic phrases through improvisation or composition. |
| Shades of Meaning | CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | TEKS ELAR 3.3D The student uses newly acquired vocabulary expressively. The student is expected to: (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text | VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning. | No matching standard |

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| Where Do I Stand? | CCSS.MATH.CONTENT.3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. | TEKS Math 3.6D,E Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to: (D) decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area; and (E) decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape. | DA:Pr6.1.3 Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage). | |
| Polygon Palette | CCSS.MATH.CONTENT.3.MD.D.8 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. | TEKS Math 3.7B Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to: (B) determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems. | VA:Cr1.3a Elaborate on an imaginative idea. | TEKS Art 3.1A Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art. |

Texas Standards Correlations

EDITION 2

Fourth Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Musical Details | CCSS.ELA-LITERACY.2.4.3B Use dialogue and description to develop experiences and events or show the responses of characters to situations. | No matching standard | MU:Pr4.2.4.c Explain how context (such as social and cultural) informs a performance. | TEKS Music 4.5D Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: (D) examine the relationships between music and interdisciplinary concepts. |
| Dancing Angles | CCSS.MATH.CONTENT.4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. | TEKS Math 4.7A,B Geometry and measurement. The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees. The student is expected to: (A) illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is "cut out" by the rays of the angle. Angle measures are limited to whole numbers; (B) illustrate degrees as the units used to measure an angle, where 1/360 of any circle is one degree and an angle that "cuts" $n/360$ out of any circle whose center is at the angle's vertex has a measure of n degrees. Angle measures are limited to whole numbers. | DA:Cr3.1.4 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). | 4.DA:Cr3 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. |
| Digital Ideas | CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. | TEKS ELAR 4.6G The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas. | MA:Cn11.1.4a 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. | No matching standard |

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| Decoding Maps | NGSS 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. | No matching standard | VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created. | TEKS Art 4.3B Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures. |
| Solving to Design | CCSS.MATH.CONTENT.4.OA.A.2 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. | TEKS Math 4.5A Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to: (A) represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity. | VA:Cr2.3.4a Document, describe, and represent regional constructed environments. | No matching standard |
| Weather Motions | 4-ESS2-1 Make observations and/or measurements of provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. | TEKS Science 4.10B Earth and space. The student knows that there are processes on Earth that create patterns of change. The student is expected to: (B) model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice; | MA:Cr3.1.4a 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. | TEKS Technology 3-5.2B Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print. |

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| Two Views, One Event | CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | TEKS ELAR 4.10A The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) explain the author's purpose and message within a text. | MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. | TEKS Music 4.6E Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary. |
| Answers Through Dance | CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. | TEKS ELAR 4.13 The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. | DA:Cn10.1.4b 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. | No matching standard |
| Imaginary Elsewhere | CCSS.MATH.CONTENT.4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. | TEKS Math 4.5C Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to: (C) use models to determine the formulas for the perimeter of a rectangle ($1+w+1+w$ or $2l+2w$), including the special form for perimeter of a square ($4s$) and the area of a rectangle($1xw$) | TH:Cr1.1.4a Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work. | TEKS Theater 4.2B Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: (B) describe characters, their relationships, and their surroundings. |

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| Museum of... | CCSS.ELA-LITERACY.SL.4.1 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. | TEKS ELAR 4.1A,C,D The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively, ask relevant questions to clarify information, and make pertinent comments (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively (D) work collaboratively with others to develop a plan of shared responsibilities | VA:Pr5.1.4a 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. | No matching standard |
| Painting Light | 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. | TEKS Science 4.1G Scientific and engineering practices. The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to: (G) develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem. | TH:Re9.1.4.b Investigate how technical elements may support a theme or idea in a drama/ theatre work. | TEKS Theater 4.3A Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme. |
| Living Characters | CCSS.ELA-LITERACY.RL.4.3 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). | TEKS ELAR 4.8A The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer basic themes supported by text evidence. | TH:Pr4.1.4.b Make physical choices to develop a character in a drama/theatre work. | TEKS Theater 4.1D Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (D) express emotions and ideas using interpretive movement, sounds, and dialogue. |

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| Lines of Meaning | CCSS.MATH.CONTENT.4.G.A.3 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. | TEKS Math 4.6B Geometry and measurement. The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties. The student is expected to: (B) identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure. | VA:Re7.2.4a Analyze components in visual imagery that convey messages. | TEKS Art 3.4A Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A) compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions. |
| Feeling Music | CCSS.ELA-LITERACY.RI.4.3 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. | TEKS ELAR 4.9Di The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence. | MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. | TEKS Music 4.6F Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: (F) justify personal preferences for specific music works and styles using music vocabulary. |
| Views of Freedom | CCSS.ELA-LITERACY.RL.4.9 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. | TEKS ELAR 4.7B The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. | MA:Cn10.1.4a Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks. | TEKS Technology 3-5.1B Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (B) analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product. |
| Culture Collage | CCSS.ELA-LITERACY.RL.4.7 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. | TEKS ELAR 4.10C The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) analyze the author's use of print and graphic features to achieve specific purposes. | VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. | No matching standard |

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| Melodic Names | CCSS.MATH.CONTENT.4.NF.B.3.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. | TEKS Math 4.3B Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to: (B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations. | MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. | TEKS Music 4.4A,B Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to: (A) create rhythmic phrases through improvisation or composition; (B) create melodic phrases through improvisation or composition. |
| Dancing in Code | 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. | TEKS Science 4.2C Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to: (C) use mathematical calculations to compare patterns and relationships. | DA:Cr1.1.4b Develop a movement problem and manipulate the elements of dance as tools to find a solution. | No matching standard |
| Illustrating Words | CCSS.ELA-LITERACY.RL.4.4 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). | TEKS ELAR 4.3B The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. | VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion. | No matching standard |
| Energy Dance | 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. | TEKS Science 4.7 Force, motion, and energy. The student knows the nature of forces and the patterns of their interactions. The student is expected to plan and conduct descriptive investigations to explore the patterns of forces such as gravity, friction, or magnetism in contact or at a distance on an object. | DA:Cr2.1.4b Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices. | No matching standard |

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EDITION 2

Fifth Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Interpreting Figures | CCSS.MATH.CONTENT.5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties | TEKS Math 5.5 The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties. | VA:Re8.1.5a 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. | TEKS Art 5.3A Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols. |
| Art Hypothesis | 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances. | TEKS Science 5.6C Matter and energy. The student knows that matter has measurable physical properties that determine how matter is identified, classified, changed, and used. The student is expected to: (C) compare the properties of substances before and after they are combined into a solution and demonstrate that matter is conserved in solutions; | VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making | TEKS Art 5.2A Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) integrate ideas drawn from life experiences to create original works of art. |

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| Voices in Music | CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | TEKS ELAR 5.9E Analyze multiple accounts of the same events or topic, noting important similarities and differences in the point of view they represent. | MU:Re8.1.5 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. | TEKS Music 5.6C Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: (C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary. |
| Home Is... | CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | TEKS ELAR 5.13C The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (C) identify and gather relevant information from a variety of sources. | VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in artmaking. | TEKS Art 5.4B Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums. |
| Documenting Grit | CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | TEKS ELAR 5.12B The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | MA:Pr4.1.5 Create media artworks through the integration of multiple contents and forms, such as media broadcast. | TEKS Technology 3-5.3B Research and information fluency. The student acquires and evaluates digital content. The student is expected to: (B) collect and organize information from a variety of formats, including text, audio, video, and graphics. |
| Create the Problem | CCSS.MATH.CONTENT.5.NF.A.2 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. | TEKS Math 5.3H Represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations. | VA:Cr1.1.5 Combine ideas to generate an innovative ideas for art-making. | TEKS Art 5.2A Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) integrate ideas drawn from life experiences to create original works of art. |

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| Character Concept Album | CCSS.ELA-LITERACY.RL.5.2 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. | TEKS ELAR 5.8A The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer multiple themes within a text using text evidence. | MU:Cn10.1.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | TEKS Music 5.6F Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: (F) justify personal preferences for specific music works and styles using music vocabulary. |
| Hear Him, Hear Me | CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | TEKS ELAR 5.7D The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order | TH:PR4.1.5A Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work. | TEKS Theater 5.1A Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (A) develop characterization using sensory and emotional recall. |
| Aligning Worlds | 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. | TEKS Science 5.12A Organisms and environments. The student describes patterns, cycles, systems, and relationships within environments. The student is expected to: (A) observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. | VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice. | TEKS Art 5.2C Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials. |

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| Crafting Volume | CCSS.MATH.CONTENT.5.MD.C.5.C 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. | TEKS Math 5.6B Geometry and measurement. The student applies mathematical process standards to understand, recognize, and quantify volume. the student is expected to: (B) determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base. | MA:Cr3.1.5a 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. | TEKS Technology 3-5.1A Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (A) create original products using a variety of resources. |
| Building Voices | CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | TEKS ELAR 5.12A The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. | TH:Cr3.1.5b Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work. | TEKS Theater 5.1D Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (D) express emotions and relate ideas using interpretive and planned movement and dialogue. |
| Playing the Scene | CCSS.ELA-LITERACY.RL.5.3 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). | TEKS ELAR 5.7B The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources | MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). | TEKS Music 5.3F Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: (F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound. |

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| Finding the Line | CCSS.MATH.CONTENT.5.G.A.2 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. | TEKS Math 5.8C Geometry and measurement. The student applies mathematical process standards to identify locations on a coordinate plane. The student is expected to: (C) graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table. | VA:Re8.1.5a 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. | TEKS Art 5.4A Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists. |
| Dance of Culture | CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | TEKS ELAR 5.6E The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society | DA:Cn11.1.5 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. | |
| Properties of Design | NGSS 5-PS1-3 Make observations and measurements to identify materials based on their properties. | TEKS Science 5.6A Matter and energy. The student knows that matter has measurable physical properties that determine how matter is identified, classified, changed, and used. The student is expected to: (A) compare and contrast matter based on measurable, testable, or observable physical properties, including mass, magnetism, relative density (sinking and floating using water as a reference point), physical state (solid, liquid, gas), volume, solubility in water, and the ability to conduct or insulate thermal energy and electric energy. | TH:Pr5.1.5b Demonstrate the use of technical elements in a drama/theatre work. | TEKS Theater 5.3A Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) demonstrate character, environment, action, and theme using props, costumes, and visual elements. |

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| Artful Approach | CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | TEKS ELAR 5.7B The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. | VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. | TEKS Art 5.3B Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures. |
| Emphasized Math | CCSS.MATH.CONTENT.5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | TEKS Math 5.4F Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to: (F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping. | MA:Cr3.1.5a Create content and combine components to convey expression, purpose, and meaning a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration. | TEKS Technology 3-5.1A Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (A) create original products using a variety of resources; |
| Earth Energy | 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. | TEKS Science 5.10A Earth and space. The student knows that there are recognizable patterns and processes on Earth. The student is expected to: (A) explain how the Sun and the ocean interact in the water cycle and affect weather. | DA:Pr5.1.5c 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. | No matching standard |
| Analyzing Intent | CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | TEKS ELAR 5.10B The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (B) analyze how the use of text structure contributes to the author's purpose | MA:Re8.1.5a Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context. | TEKS Technology 3-5.2E Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (E) evaluate the product for relevance to the assignment or task. |

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| Stage Shadows | 5-ESS1-2 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. | TEKS Science 5.9 Earth and space. The student recognizes patterns among the Sun, Earth, and Moon system and their effects. The student is expected to demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes. | TH:Pr5.1.5b Demonstrate the use of technical elements in a drama/theatre work. | TEKS Theater 5.3A Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) demonstrate character, environment, action, and theme using props, costumes, and visual elements. |
| Sculpture Viewpoints | CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events. | TEKS 5.11B(i) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (B) develop drafts into a focused, structured, and coherent piece of writing by (i) organizing with purposeful structure, including an introduction, transitions, and a Conclusion. | VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making. | TEKS Art 5.2A Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) integrate ideas drawn from life experiences to create original works of art. |

Texas Standards Correlations

EDITION 2

Sixth Grade

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| Composite Figure Compositions | CCSS.MATH.CONTENT.6.G.A.1 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. | TEKS Math 6.8B Expressions, equations, and relationships: The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to: (B) Model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes. | VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art. | TEKS Art MS1.2B Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (B) apply the art-making process to solve problems and generate design solutions. |
| How Text Presents Information | CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). | TEKS ELAR 6.9B Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (B) Analyze how the use of text structure contributes to the author's purpose. | MA:Re.8.1.6 Analyze the intent of a variety of media artworks, using given criteria. | TEKS Technology MS6.3C Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to: (C) select and evaluate various types of digital resources for accuracy and validity. |

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| Contextual Comics | CCSS.ELA-LITERACY.L.6.4 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. | TEKS ELAR 6.2A,B,C Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. (B) Use context such as definition, analogy, and examples to clarify the meaning of words. (C) Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus. | MA:Cr2.1.6 Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent. | TEKS Technology MS6.4B Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (B) plan and manage activities to develop a solution, design a computer program, or complete a project. |
| Climate Change and Media Arts | MS-ESS-6 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. | TEKS Science 6.9A,B Earth and space. The student models the cyclical movements of the Sun, Earth, and Moon and describes their effects. The student is expected to: (A) model and illustrate how the tilted Earth revolves around the Sun, causing changes in seasons; and (B) describe and predict how the positions of the Earth, Sun, and Moon cause daily, spring, and neap cycles of ocean tides due to gravitational forces. | MA:Cr3.1.6a 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. | TEKS Technology MS6.4D Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (D) use multiple processes and diverse perspectives to explore alternative solutions. |

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| Point of View in Music | CCSS.ELA-LITERACY.RH.6-8.6 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). | TEKS ELAR 6.9A,B,E Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) Explain the author's purpose and message within a text. (B) analyze how the use of text structure contributes to the author's purpose. (E) Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose. | MU:Re.8.1.6 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. | TEKS Music MS1.5B Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to: (B) identify criteria for listening to and evaluating musical performances. |
| Thematic Theatre | CCSS.ELA.LITERACY.SL.6.4 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. | TEKS ELAR 6.1C Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (C) Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. | TH:Pr5.1.6b Articulate how technical elements are integrated into a drama/theatre work. | TEKS Theater MS1.3AB Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements; (B) create suitable environments for dramatizations. |
| Moon Phase Dance | MS-ESS1-1 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. | TEKS Science 6.9A Earth and space. The student models the cyclical movements of the Sun, Earth, and Moon and describes their effects. The student is expected to: (A) model and illustrate how the tilted Earth revolves around the Sun, causing changes in seasons. | DA:Cr1.1.6 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). | No matching standard |

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| Islamic Architecture and Tessellations | CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | TEKS ELAR 6.9C Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) Analyze the author's use of print and graphic features to achieve specific purposes. | VA:Re.7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. | TEKS Art MS1.3B Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation. |
| Comparative Music | CCSS:ELA.LITERACY.RL.6.7 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. | TEKS ELAR 6.6B Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (B) Write responses that demonstrate understanding of texts, including comparing sources within and across genres. | MU:Re8.1.6 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. | TEKS Music MS1.5B Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to: (B) identify criteria for listening to and evaluating musical performances. |
| Musical Waves | NGSS MS-PS4-1 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. | TEKS Science 6.8C Force, motion, and energy. The student knows that the total energy in systems is conserved through energy transfers and transformations. The student is expected to: (C) explain how energy is transferred through transverse and longitudinal waves. | MU: Pr4.1.6a Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. | TEKS Music MS1.5B Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to: (B) identify criteria for listening to and evaluating musical performances. |

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| Children of War | CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | TEKS ELAR 6.9C Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) Analyze the author's use of print and graphic features to achieve specific purposes. | MA:Cr3.1.6a 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. | TEKS Technology MS6.4D Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (D) use multiple processes and diverse perspectives to explore alternative solutions. |
| Transitions | CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts. | TEKS ELAR 6.10Bi Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (B) Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion. | DA:Cn10.1.6a 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. | TEKS Dance MS1.5A,D Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: A. define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances; (D) define artistic decisions of personal dance works. |
| Interdependent Relationships | MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. | TEKS Science 6.12B,C Organisms and environments. The student knows that interdependence occurs between living systems and the environment. The student is expected to: (B) describe and give examples of predatory, competitive, and symbiotic relationships between organisms, including mutualism, parasitism, and commensalism; and (C) describe the hierarchical organization of organism, population, and community within an ecosystem. | TH:Cr1.1.6a Identify possible solutions to staging challenges in a drama/theatre work. | TEKS Theater MS1.3B Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (B) create suitable environments for dramatizations |

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| Personal Cartouche | CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | TEKS ELAR 6.9C Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) Analyze the author's use of print and graphic features to achieve specific purposes. | VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigate in art-making. | TEKS Art MS1.1A Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international. |
| Setting the Scene | CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | TEKS ELAR 6.8Di Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) Analyze characteristics and structural elements of informational text, including: (i) The controlling idea or thesis with supporting evidence. | VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art. | TEKS Art MS1.2B Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (B) apply the art-making process to solve problems and generate design solutions. |

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| Museum Ratios | CCSS.MATH.CONTENT.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. | TEKS MATH 6.4B Proportionality: The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to: (B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. | VA:Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community. | TEKS ART MS1.4D Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art. |
| Coordinate Murals | CCSS.MATH.CONTENT.6.NS.C.8 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. | TEKS MATH 6.2C Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to: (C) locate, compare, and order integers and rational numbers using a number line. | TH:Cr1.1.6b Identify solutions to design challenges in a drama/theatre work. | TEKS Theater MS1.3A Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements. |
| A Song A Day | CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | TEKS ELAR 6.11A Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. | MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. | TEKS Music MS1.1A Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to: (A) experience and explore exemplary musical examples using technology and available live performances. |
| Dance of Kinetic Energy | MS-PS3-5 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. | TEKS Science 6.7C Force, motion, and energy. The student knows the nature of forces and their role in systems that experience stability or change. The student is expected to: (C) identify simultaneous force pairs that are equal in magnitude and opposite in direction that result from the interactions between objects using Newton's Third Law of Motion. | DA:Pr4.1.6c 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. | TEKS Dance MS1.1D Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to: A. demonstrate basic kinesthetic and spatial awareness individually and in groups; |

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| Speed of Dance | CCSS.MATH.CONTENT.6.RP.A.3.B Solve unit rate problems including those involving unit pricing and constant speed. | TEKS Math 6.4D Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to: (D) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. | DA:Cn10.1.6a 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. | TEKS Dance MS1.5A,D Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: A. define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances; (D) define artistic decisions of personal dance works. |
| Literary Movement | CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | TEKS ELAR 6.8Di Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) Analyze characteristics and structural elements of informational text, including: (i) The controlling idea or thesis with supporting evidence. | DA:Re8.1.6a 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. | TEKS Dance MS-2A-D The student develops knowledge and skills of dance elements, choreographic processes and forms in a variety of dance genres and styles. The student is expected to: identify basic principles of proper body alignment, explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes, distinguish movement studies utilizing rhythmical skills and spatial directions; and explore and demonstrate expressions of ideas or emotions individually and in groups. |

Texas Standards Correlations

EDITION 2

Seventh Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Math Mandalas | CCSS.MATH.CONTENT.7.G.B.4 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. | TEKS Math 7.8C & TEKS Math 7.9B Expressions, equations, and relationships. The student applies mathematical process standards to develop geometric relationships with volume. The students is expected to: (C) use models to determine the approximate formulas for the circumference and area of a circle and connect the models to the actual formulas. | VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. | TEKS Art MS2.2B Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (B) apply the art-making process to solve problems and generate design solutions. |
| Mapping Cyberspace | CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | TEKS ELAR 7.8F Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (F) analyze characteristics of multimodal and digital texts. | MA:Cr1.1.7 Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping. | TEKS Technology MS7.4D Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (D) use multiple processes and diverse perspectives to explore alternative solutions. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Composition Organization | CCSS.ELA-LITERACY.RI.7.5 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. | TEKS ELAR 7.9B Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (B) analyze how the use of text structure contributes to the author's purpose. | MU:Cn11.1.7 Demonstrate understanding of the relationships between music and the other arts, other disciplines, varied contexts, and daily life. | TEKS Music 2.4C Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to: (C) identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences. |
| Musical Space Systems | MS-ESS1-1 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. | No matching standard | MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments with AB, ABA, or theme and variation forms that convey expressive intent. | TEKS Music MS2.3G Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to: (G) create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty. |
| Historical Figure Debate | CCSS.ELA-LITERACY.RH.6-8.1c Cite specific textual evidence to support analysis of primary and secondary sources. | TEKS ELAR 7.12E,F Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (E) differentiate between primary and secondary sources; (F) synthesize information from a variety of sources. | TH:Cr1.1.7 Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work. | TEKS Theater MS2.3A Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Riding in a Car | CCSS:ELA-LITERACY.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. | TEKS ELAR 7.1D Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (D) engage in meaningful discourse and provide and accept constructive feedback from others. | TH:Cr3.1.7 Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work. | No matching standard |
| Elements Dance | MS-ESS2-6 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. | TEKS Science 8.10A,B Earth and space. The student knows that interactions between Earth, ocean, and weather systems impact climate. The student is expected to: (A) describe how energy from the Sun, hydrosphere, and atmosphere interact and influence weather and climate; (B) identify global patterns of atmospheric movement and how they influence local weather. | DA:Cr1.1.7b Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology. | 7.DA:Cr1 b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology. |
| Dance of Colliding Cultures | CCSS.ELA-LITERACY.RH.6-8.6 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). | TEKS ELAR 7.9G Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations. | DA:Cr2.1.7a 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. | TEKS Dance MS2.5D Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: (D) interpret and evaluate artistic decisions of personal dance works. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Transitional Choreography | CCSS.ELA-LITERACY.W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | TEKS ELAR 7.10Bi Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion. | DA:Cr2.1.7a 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. | TEKS Dance MS2.5D Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: (D) interpret and evaluate artistic decisions of personal dance works. |
| Probability Game Design | CCSS.MATH.CONTENT.7.SPC.7.B Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. | TEKS Math 7.6D The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to: (D) make predictions and determine solutions using theoretical probability for simple and compound events. | MA:Cr2.1.7a Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources. | TEKS Technology MS7.4B Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (B) plan and manage activities to develop a solution, design a computer program, or complete a project. |
| How a Bill Becomes a Law | CCSS.ELA-LITERACY.RH.6-8.3 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). | TEKS ELAR 7.8Di Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) analyze characteristics and structural elements of informational text, including; (i) the controlling idea or thesis with supporting evidence. | MA:Cr2.1.7a Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources. | TEKS Technology MS7.4B Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (B) plan and manage activities to develop a solution, design a computer program, or complete a project. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Radio Drama | CCSS.ELA-LITERACY.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | TEKS ELAR 7.10Bi Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion. | MA:Pr5.1.7c Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks. | TEKS Technology MS7.4D Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: D) use multiple processes and diverse perspectives to explore alternative solutions. |
| Matter, Energy, and Molas | MS-LS1-7 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. | TEKS Science 7.12A,B Organisms and environments. The student understands that ecosystems are dependent upon the cycling of matter and the flow of energy. The student is expected to: (A) diagram the flow of energy within trophic levels and describe how the available energy decreases in successive trophic levels in energy pyramids; and (B) describe how ecosystems are sustained by the continuous flow of energy and the recycling of matter and nutrients within the biosphere. | VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. | TEKS Art MS2.2B Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (B) apply the art-making process to solve problems and generate design solutions. |
| Bias and Perspective | CCSS.ELA-LITERACY.RH.6-8.2 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. | TEKS ELAR 7.8E Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (E) analyze characteristics and structures of argumentative text. | TH:Pr4.1.7 Use various character objectives in a drama/theatre work. | TEKS Theater MS2.2B Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: (B) define characters by what they do, what they say, and what others say about them. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| What's the Scale? | CCSS.MATH.CONTENT.7.G.A.1 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. | TEKS Math 7.5C Proportionality. The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. The student is expected to: (C) solve mathematical and real-world problems involving similar shape and scale drawings. | TH:Cr1.1.7b Explain and present solutions to design challenges in a drama/theatre work. | TEKS Theater MS2.3A Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes. |
| Venue Experience | CCSS.MATH.CONTENT.7.EE.B.3 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. | TEKS Math 7.10C Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to: (C) write a corresponding real-world problem given a one-variable, two-step equation or inequality. | VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues. | TEKS Art MS2.4D Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art. |
| Meaning of Dance | CCSS.ELA-LITERACY.RI.7.2 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. | TEKS ELAR 7.7A Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer multiple themes within and across texts using text evidence. | DA:Re8.1.7a 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. | TEKS Dance MS2.3A Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to: A. explore and demonstrate various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms. |
| Cultural Waves | MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. | No matching standard | MU:Pr4.2.7c Identify how cultural and historical context inform performances and result in different music interpretations. | TEKS Music MS2.4B Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to: (B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Musical Inspirations | CCSS.ELA-LITERACY.W.7.2A 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. | TEKS ELAR 7.12J Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | MU:Re7.1.7 Select or choose contrasting music to listen to compare the connections to specific interests or experiences for a specific purpose. | TEKS Music MS2.5B Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to: (B) apply criteria for listening to and evaluating musical performances. |
| Thermal Costumes | MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. | TEKS Science 7.8A Force, motion, and energy. The student understands the behavior of thermal energy as it flows into and out of systems. The student is expected to: (A) investigate methods of thermal energy transfer into and out of systems, including conduction, convection, and radiation. | TH:Cr1.1.7b Explain and present solutions to design challenges in a drama/theatre work. | TEKS Theater MS2.3A Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes. |

EDITION 2

Eighth Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Structure of Collaboration | CCSS.ELA-LITERACY.RL.8.5 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. | TEKS ELAR 8.8Dii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) analyze characteristics and structural elements of informational text, including: (iii) multiple organizational patterns within a text to develop the thesis. | DA:Cr2.1.8a 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. | TEKS Dance MS3.2B Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to: (B) demonstrate knowledge of dance composition elements, improvisation skills, and choreographic processes. |
| Loaded Language | CCSS.ELA-LITERACY.RH.6-8.6 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). | TEKS ELAR 8.9A Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) explain the author's purpose and message within a text. | TH:Pr4.1.8b Use various character objectives and tactics in a drama/theatre work to overcome an obstacle. | TEKS Theater MS3.1A Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (A) evaluate characterization using emotional and sensory recall. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Character Sculpting | CCSS.ELA-LITERACY.RL.8.3 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. | TEKS ELAR 8.7A,B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) analyze how themes are developed through the interaction of characters and events; (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict. | DA:Pr4.1.8a 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. | TEKS Dance MS3.2A Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to: A. (A) apply basic principles of proper body alignment. |
| Kandinsky Functions | CCSS.MATH.CONTENT.8.FA.3 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. | TEKS Math 8.4C Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to: (C) use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems. | VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. | TEKS Art MS3.2E Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (E) create experimental artworks using installation, performance, or collaboration. |
| Interactive Multimedia Theatre | CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | TEKS ELAR 8.2B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words. | MA:Pr4.1.8 Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre. | TEKS Technology MS8.6N Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: (N) integrate two or more technology tools to create a new digital product. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Informal Rhetoric | CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | TEKS ELAR 8.5F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding. | MA:Cr3.1.8 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. | TEKS Technology MS8.4D Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (D) use multiple processes and diverse perspectives to explore alternative solutions. |
| Dance Documentation | CCSS.MATH.CONTENT.8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations. | TEKS Math 8.10B Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to: (B) differentiate between transformations that preserve congruence and those that do not. | DA:Cr3.1.8b Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies. | TEKS Dance MS3.3C Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to: (C) evaluate the use of dance elements in practice and performance incorporating technology and elements of dance production. |
| Soundtracking the Constitution | CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | TEKS ELAR 8.2B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words. | MU:Re7.1.8 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. | TEKS Music MS3.5B Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to: (B) apply criteria for listening to and evaluating musical performances. |
| Narrative Remixes | CCSS.ELA-LITERACY.W.8.3.B Use narrative techniques, such as dialogue, pacing, descriptions, and reflection, to develop experiences, events, and/or characters. | TEKS ELAR 8.10Bii Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (B) develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples | MU:Cr2.1.8a 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. | TEKS Music MS3.2C Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to: (C) create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation; |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED TEXAS STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED TEXAS STANDARD |
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| Mondrian Inspired Linear Equations | CCSS.MATH.CONTENT.8.EE.C.8 Analyze and solve pairs of simultaneous linear equations. | TEKS Math 8.9 Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to develop foundational concepts of simultaneous linear equations. The student is expected to identify and verify the values of x and y that simultaneously satisfy two linear equations in the form $y=mx+b$ from the intersections of the graphed equations. | VA:Re8.1.8a 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. | TEKS Art MS3.3B Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy; |
| Preamble Visual Essay | CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | TEKS ELAR 8.8F Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (F) analyze characteristics of multimodal and digital texts. | VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations. | TEKS Art MS3.2C Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media. |

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| Variations of a Theme | CCSS.ELA-LITERACY.RL.8.9 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. | No matching standard | TH:Re9.1.8a Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria. | TEKS Theater MS3.5B Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to: (B) develop a knowledge of the terminology and process of evaluation such as intent, structure, effectiveness, and value and apply this process to performances using appropriate theatre vocabulary. |
| Interpreting Preferences | CCSS.MATH.CONTENT.8.SPA.4 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. | TEKS Math 8.5A,D Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to: (A) represent linear proportional situations with tables, graphs, and equations in the form of $y=kx$; (D) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions. | MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. | TEKS Music MS3.4B Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to: (B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures. |
| Fact vs. Opinion News Reports | CCSS.ELA-LITERACY.RH.6-8.6 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). | TEKS ELAR 8.9A Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) explain the author's purpose and message within a text. | TH:Cr2.8a Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work. | TEKS Theater MS3.4B Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: (B) explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions. |

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| Circle of Motion | MS-PS2-2 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. | TEKS Science 8.7A (7) Force, motion, and energy. The student understands the relationship between force and motion within systems. The student is expected to: (A) calculate and analyze how the acceleration of an object is dependent upon the net force acting on the object and the mass of the object using Newton's Second Law of Motion. | DA:Re7.1.8a Describe, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent. | TEKS Dance MS3.2C Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to: (C) create movement studies using rhythmical skills and spatial directions. |
| Showcase Planning | MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. | TEKS Science 8.2A,D (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to: (A) identify advantages and limitations of models such as their size, scale, properties, and materials; (D) evaluate experimental and engineering designs. | MA:Re7.1.8b Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention. | No matching standard |
| Synthetic Museum | MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. | No matching standard | VA:Pr5.1.8 Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. | TEKS Art MS3.2E Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (E) create experimental artworks using installation, performance, or collaboration. |

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| Culminating Concert | CCSS.ELA-LITERACY.SL.8.1 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. | TEKS ELAR 8.1A,D (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively to interpret a message by summarizing, asking questions, and making comments; (D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. | MU:Pr4.1.8 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. | TEKS Music MS3.5D Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to: (D) apply criteria for listening to and evaluating personal performances. |
| Social Perspective | CCSS.ELA-LITERACY.SL.8.2 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. | TEKS ELAR 8.8F (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (F) analyze characteristics of multimodal and digital texts. | TH:Cn10.1.8 Examine a community issue through multiple perspectives in a drama/theatre work. | TEKS Theater MS3.4A Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to: (A) demonstrate theatre as a reflection of life in particular times, places, and cultures through performance. |
| Passion Presentations | CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | TEKS ELAR 8.9C Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) analyze the author's use of print and graphic features to achieve specific purposes. | MA:Cn10.1.8b Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events. | TEKS Technology MS8.6H Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: (H) evaluate how changes in technology throughout history have impacted various areas of study. |