

Georgia Standards Correlations

EDITION 2

Kindergarten

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	MGSEKK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	VA.Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.	VAKK.PR1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.
Reading Art to Survive	NGSS K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	SKL.2 Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.	VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.	VAD.RE.1.b Discuss works for art using art vocabulary with an emphasis on the elements of art.
Story Alive	CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	ELASEKRL3 With prompting and support, identify characters, settings, and major events in a story.	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).	TAK.CR.1.c Follow directions for and contribute in planning theatre experiences.
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.	MGSEK.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	DA:Cr2.1.Kb Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	ESDK.CR.2.a Express ideas and feelings through movement, gestures, and facial expressions.
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.	SKE.2 Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air).	VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.	VAK.CR.1.z Generate individual and group ideas in response to visual images and personal experiences.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
Mapping 100	CCSS.MATH.CONTENT.K.CCA.1 Count to 100 by ones and by tens.	MGSEK.CC.1 Count to 100 by ones and by tens.	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.	ESDK.CR.1.d Respond to a variety of stimuli through movement (e.g., scarves, songs, sounds, images).
Character Play	CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	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).	TAK.CN.1.a Identify how theatre experiences, settings, and characters are like and unlike in real life.
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.	SKP2.a Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. (Examples could include toss, drop, push, and pull.)	DA:Re8.1.K Observe movement and describe it using simple dance terminology.	ESKE.RE.1.b Observe movement and describe it using basic dance terminology.
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.	SKL1 Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.	VA:Cr2.3.Ka Create art that represents natural and constructed environments.	VAK.CR.1.b Produce visual images using observation, experience, and imagination using a variety of art materials.
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).	ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	MA:Cr3.1.K Form and capture media arts content for expression and meaning in media arts productions.	MAK.CR.3.a With guidance, create, edit, and share media arts content for expression and meaning in media arts productions.
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.	MGSEKK.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	VA:Cn10.1.Ka Create art that tells a story about a life experience.	VAKK.CN.2a Explores universal concepts (e.g., self, family, community, world) inspired by other subject areas.
Dance of Emotion	CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.	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.	ESDK.CN.2 Recognize connections between dance, wellness, and safety.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA 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).	ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).	VA:Re7.2.Ka Describe what an image represents.	VAKK.RE.1b Explore universal concepts (e.g., self, family, community, world) inspired by other subject areas.
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.	ELAGSEKW3 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.	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.	ESBB(4-5).PR.3.a Identify and define standard notation symbols (e.g., pitch, rhythm, dynamics, tempo, articulation, expression).
Reading Voices	CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.	ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.	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).	TAK.PR.1.a Use voice to communicate emotions.
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.	MGSEK.G.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.	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).	TAK.CR.1.a Use imagination to create, revise, and/or add to ideas.
The Art of Family	CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.	ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.	VA:Re9.1.Ka Explain reasons for selecting a preferred artwork.	VAK.RE.1.c Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.
Weather Seconds	NGSS K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.	SKE1 Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.	MA:Re8.1.Ka With guidance, share observations regarding a variety of media artworks.	

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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).	ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	MU:Re7.1.K With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.	ESGMK.RE.2.c Explain personal preferences for specific musical works using appropriate vocabulary.
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).	MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	DA:Cr3.1.K Apply suggestions for changing movement through guided improvisational experiences.	ESDK.CR.1.c Explore dance elements through structured improvisation and lay (e.g., body, space, time, energy).

Georgia Standards Correlations

EDITION 2

First Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	S1P1 Obtain, evaluate, and communicate information to investigate light and sound.	VA:Cr2.1.1.a Explore uses of materials and tools to create works of art or design.	VA1.CR.3.a Create drawings and paintings with a variety of media.
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.	MGSE1.MD.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.	TH:Cr3.1.1.c Collaborate to imagine multiple representations of a single object in a guided drama experience.	TA1.CR.1.c Use imagination to create, revise, and/or add to ideas.
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.	ELAGSE1W1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	ESGM1RE.1 Listen to, analyze, and describe music.
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).	ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	VA:Re:7.2.1a Compare images that represent the same subject.	VA1.RE.1.b Explain how selected elements of art are used in works of art to convey meaning.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	MGSE1.G.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.	VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.	VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
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.	S11.e Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.	VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	VA.1.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.
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.	MGSE.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.	MA:Pr5.1.1c Experiment with and share different ways to use tools and techniques to construct media artworks.	MA1.PR.2.a Identify and explore basic artistic and technical skills (e.g., selecting and properly handling creation tools, making choices, cooperating when creating media artworks).
Dance Connection	CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	DA:Cr2.1.1b Choose movements that express an idea or emotion, or follow a musical phrase.	ESD1CR2.a Create movement based on ideas, feelings, and personal experiences.
Light It Up	1-PS4-2 Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	S1P1.a Use observations to construct an explanation of how light is required to make objects visible.	TH:Pr5.1.1.b With prompting and support, identify technical elements that can be used in a guided drama experience.	TA1.PR.2 Execute artistic and technical elements of theatre.
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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$	MGSE1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtracting are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$	VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.	VA1.CR.2 Create works of art based on selected themes; a. Create works of art emphasizing one or more elements of art and/or principles of design.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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).	ELAGSE1W7 Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).	TH:Cr2-1.a Contribute to the development of a sequential plot in a guided drama experience.	TH1.CR.2.b Sequence plot events for dramatizations.
Scoring Art	CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.	MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	ESGM1.CR.2 Compose and arrange music within specified guidelines.
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.	MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	VA:Re9.1.1a Classify artwork base on different reasons for preferences.	VA1.RE.1.b Explain how selected elements of art are used in works of art to convey meaning.
Life is a Caberet	CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	ELAGSE1SL4 Describe people, places, things, and events with relative details, expressing ideas and feelings clearly.	MU:Cn10.1.1a Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	ESGM1.CN.1 Connect music to the other fine arts and disciplines outside of the arts.
World Beats	CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	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.	ESGM1.PR.1 Sing a varied repertoire of music, alone and with others.
Improvised Fables	CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	ELAGSE1RL2 Retell stories including key details, and demonstrate understanding of their central message or lesson.	DA:Cr2.1.1a Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.	ESD1CR.1.d Identify and create a dance sequence with a beginning, middle and end.
Space Dance	1.ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.	2nd grade correlation: S2E2 Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun’s effect on Earth. Suggestion: use this as an extension lesson for advanced learners.	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.	ESD1.PR.1.b Execute short sequences of locomotor movements with appropriate energy and coordination (e.g., walk, run, hop, jump, gallop, skip).

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA 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.	MGSE1.MD.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 there in one category than another.	VA:Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.	VA1.RE.1.b Explain how selected elements of art are used in works of art to convey meaning.
Depicting Dance	CCSS.ELA-LITERACY.L.1.1.F Use frequently occurring adjectives.	ELAGSE1L1.f Use frequently occurring adjectives.	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).	ESD1.CR.2 Demonstrate an understanding of dance as a form of communication.
Character Gestures	CCSS-ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TH:Pr4.1.1.b Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.	TA1.PR.1.a&b a. Use voice to communicate ideas and emotions; and b. Use body to communicate ideas and emotions

Georgia Standards Correlations

EDITION 2

Second Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	MGSE1.OA.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.	VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	VA2.CR.1.a Generate individual and group ideas in response to visual images and personal experiences.
Pollination Games	2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	S2L1.c Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.	DA:Cr2.1.2 Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	ESD2CR.2.c Move expressively to music and/or other stimuli (e.g., sound, text).
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.	ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	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.	VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.
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.	MGSE2.NBT.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.	VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.	VA2.CR.1.a Generate individual and group ideas in response to visual images and personal experiences.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creatures use them to convey expressive intent.	ESGM2.PR.2.c Perform simple melodic patterns using instruments with appropriate technique.
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.	S2P1 Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects.	VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.	VA2.CR.1.c Produce multiple prototypes in the planning stages for a work of art (e.g., sketches, 3D models).
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.	MGSE2.OA.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.	TH:Pr5.1.2b Explore technical elements in a guided drama experience.	TA2.PR.2.b Explore artistic and technical elements in theatre experiences.
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.	S2P1.b Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures.	VA:Cr2.3.2a Repurpose objects to make something new.	VA2.CR.2.b Create works of art emphasizing multiple elements of art and/or principles of design.
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.	ELAGSE2RI5 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.	TH:Cn11.2.2b Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience.	TA2.CN2 Examine the role of theatre in a societal, cultural, and historical context.
Aesthetics of Diversity	2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.	S2L1 Obtain, evaluate, and communicate information about the life cycles of different living organisms.	VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	VA2.RE.1.b Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.
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.	ELAGSE2W3 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.	MU:CR2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	ESGM2.CR2 Compose and arrange music within specified guidelines.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	ELAGSE2RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue out loud.	TH:Pr4.1.2b Alter voice and body to expand and articulate nuances of a character in a guided drama experience.	TA2.PR.1 Act by communicating and sustaining roles in formal and informal environments.
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.	ELAGSE2W1 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.	MU:Re7.1.2 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	ESGM2.RE.2 Evaluate music and music performance.
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.	ELAGSE2RL2 Recount stories, including fables and folktales from 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.	VA2.RE.1.c Use art terminology with emphasis on selected elements and principles of art.
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.	ELAGSE2RL9 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.	ESD2.RE.1 Demonstrate critical and creative thinking in dance.
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.	ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	VA:Re7.2.2a Categorize images based on expressive properties.	VA2.RE.1.a Use a variety of strategies for art criticism.
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.	MGSE2.G.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.	MA:Pr5.1.2c Demonstrate and explore identified methods to use tools to capture and form media artworks.	MA2.PR.2.a Investigate basic artistic and technical skills (e.g. selection and proper handling of creation tools, making choices, cooperating when creating media artworks).

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
Earth Moves	2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	S2E2 Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun's effect on earth.	DA:Cr2.1.2b Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	ESD2.CR.2.b Recognize and describe how movement quality impacts meaning.
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.	MGSE2.MD.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.	MA:Cr2.1.2 Choose ideas to create plans and models for media arts productions.	MA2.Cr.2.a With some guidance, use and evaluate student generated ideas to create plans and models for media arts productions.
Dance the Distance	CCSS.MATH.CONTENT.2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	MGSE2.MD.2 Estimate lengths using units of inches, feet, centimeters, and meters.	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.	ESD2.PR.1.b Execute sequences of locomotor movements with appropriate energy and coordination (e.g, walk, run, hop, jump, skip, gallop).

Georgia Standards Correlations

EDITION 2

Third Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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 .	MGSE3.OA.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 .	VA:Re9.1.3a Evaluate an artwork based on given criteria.	VA3.RE.1.c Use a variety of approaches to engage in verbal and/or written art criticism.
Quick Change	3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.	2nd Grade S2P2 Obtain, evaluate, and communicate information to explain the effect of a force (a push or a pull) in the movement of an object (changes in speed and direction). Suggestion: use this as a review lesson for 3rd grade students.	TH:Pr5.1.3b Identify the basic technical elements that can be used in drama/theatre work.	TA3.PR.2.a Identify and explore theatre design elements (e.g., costumes, props, sets, sound, lighting).
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).	ELAGSE3RI7 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).	VA:Re7.2.3a Determine messages communicated by an image.	VA3.RE.1.a Recognize that responses to art change depending on knowledge of the time, place, and culture in which works of art are created.
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.	ELAGSE3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	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).	ESGM3.RE.1 Listen to, analyze, and describe music.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	S3L1.c Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.	VA3.CR.2.b Create works of art emphasizing multiple elements of art and/or principles of design.
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.	ELAGSE3RF4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	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.	TA3.PR.1 Act by communicating and sustaining roles in form and informal environments.
Focusing the View	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELAGSE3W2 Write informal/explanatory texts to examine a topic and convey ideas and information clearly.	MA:Re7.1.3a Identify and describe how messages are created by components in media artworks.	MA3.RE.1.a Identify and describe how messages are created through the components of a media artwork.
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.	ELAGSE3SL5 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.	MA:Pr3.1.3b Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.	MA3.R.3.a Design, evaluate, and refine presentation and distribution of multiple formats/contexts of media artworks considering the impact on personal growth and meaning.
Detailed Traits	3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.	S3L1.b Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.	VA:Cn10.1.3a Develop a work of art based on observations of surroundings.	VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying 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.	ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	VA:Re7.2.3a Determine messages communicated by an image.	VA3.RE.1 Recognize that responses to art change depending on knowledge of the time, place, and culture in which works of art are created.
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	ENGR-STEM-4 S3L2.b Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.	MA:Cr1.1.3a Develop multiple ideas for media artworks using a variety of tools, methods, and or materials.	MA3.CR.1.a Develop and share multiple ideas for media artworks using a variety of tools, methods, and/or materials.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
Character Dissent	CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	ELAGSE3RL6 Distinguish their own point of view from that of the narrator or those of the characters.	TH:Pr4.1.3a Apply the elements of dramatic structure to a story and create a drama/theatre work.	TA3.PR.1.e Identify and explore character choices and relationships in a variety of dramatic forms (e.g., narrated story, pantomime, puppetry, dramatic play).
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).	ELAGSE3RI7 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).	VA:Cn11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.	VA3.RE.1.a: Recognize that responses to art change depending on knowledge of the time, place, and culture in which works of art are created.
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.	ELAGSE3RL5 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.	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.	ESD3.RE.1.b Compare and contrast movement elements of dance.
Region Design	3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.	S3L1 Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.	TH:Cr1.1.3b Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.	TA3.CR.1.c Identify and imagine technical elements that support a theatre experience.
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.	MGSE3.MD.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.	VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.	VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
Take Note	CCSS.MATH.CONTENT.3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	MGSE3.NF.2.a Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$. Recognize that a unit fraction $\frac{1}{b}$ is located $\frac{1}{b}$ whole unit from 0 on the number line.	MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	ESGM3.CR.2 Compose and arrange music within specified guidelines.
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).	ELAGSE3L5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.	VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
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.	MGSE3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	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).	ESD3.PR.1 Identify and demonstrate movement elements, skills, technique, and terminology in dance.
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.	MGSE3.MD.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.	VA:Cr1.3a Elaborate on an imaginative idea.	VA3.CR.1.a Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.

Georgia Standards Correlations

EDITION 2

Fourth Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	ELAGSE4W3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	MU:Pr4.2.4.c Explain how context (such as social and cultural) informs a performance.	ESGM4.RE.2 Evaluate music and music performances.
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.	MGSE4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	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).	ESD4.CR.1 Demonstrate an understanding of choreographic 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.	ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	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.	MA4.CN.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Decoding Maps	NGSS 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.	S4E1 Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets.	VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.	VA4.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.
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.	MGSE4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	VA:Cr2.3.4a Document, describe, and represent regional constructed environments.	VA4.CR.2.c Create representational works of art from direct observation (e.g., landscape, still life, portrait).

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA 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.	S4E4 Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data.	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.	MA4.CN.1.a Identify and demonstrate trends in the media arts to communicate cultural differences to connect people and places through values, purpose, interdisciplinary study, differing perspectives to increase innovation and the quality of work.
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.	ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	ESGM4.RE.2.b Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
Answers Through Dance	CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	ELAGSE4W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	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.	ESD4.CN.3 Integrate dance into other areas of knowledge.
Imaginary Elsewhere	CCSS.MATH.CONTENT.4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	MGSE4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	TH:Cr1.1.4a Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.	TA4.CR.1.c Identify and imagine technical elements that support a theatre experience.
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.	ELAGSE4SL1 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.	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.	VA4.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA 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.	S4P1 Obtain, evaluate, and communicate information about the nature of light and how light interacts with objects.	TH:Re9.1.4.b Investigate how technical elements may support a theme or idea in a drama/theatre work.	
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).	ELAGSE4RL3 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).	TH:Pr4.1.4.b Make physical choices to develop a character in a drama/theatre work.	TA4.PR.1.b Use body and movement to communicate a character's thoughts and emotions.
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.	MGSE4.G.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.	VA:Re7.2.4a Analyze components in visual imagery that convey messages.	VA4.RE.1.b Explain how selected elements and principles of design are used in works of art to convey meaning.
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.	ELAGSE4RI3 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.	MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	ESGM4.PR.2 Perform a varied repertoire of music on instruments, alone and with others.
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.	ELAGSE4RL9 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.	MA.Cn10.1.4a Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.	MA4.CN.2 Synthesize and relate knowledge and personal experiences to make art.
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.	ELAGSE4RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.	VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	MGSE4.NF.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. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.	MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	ESGM4.CR.2 Compose and arrange music within specified guidelines.
Dancing in Code	4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.	No Georgia State Standard Correlation	DA:Cr1.1.4b Develop a movement problem and manipulate the elements of dance as tools to find a solution.	ESD4.CR.1 Demonstrate an understanding of the choreographic process.
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).	ELAGSE4RL4 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).	VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.	VA4.CR.1.b Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.
Energy Dance	4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.	S4P3.b Construct an argument to support the claim that gravitational force affects the motion of 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.	ESD4.CR.2 Demonstrate an understanding of dance as a form of communication.

Georgia Standards Correlations

EDITION 2

Fifth Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
Interpreting Figures	CCSS.MATH.CONTENT.5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties	MGSE5.G4 Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).	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.	VA5.RE.1.a Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.
Art Hypothesis	5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	S5P1.a Plan and carry out investigations of physical changes by manipulating, separating, and mixing dry and liquid materials.	VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making	VA5.CR.1.a Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.
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.	ELAGE5RI6 Analyze multiple accounts of the same event 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.	ESGM4.RE.1.b Describe music using appropriate vocabulary (e.g., fortissimo/pianissimo, presto/largo/moderator/allegro/adagio/legato/staccato, major/minor), intervals (e.g., step, skip, repeat, leap), timbre adjectives (e.g., dark/bright), and texture adjectives (e.g., thick/thin).
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.	ELGASE5W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in artmaking.	VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
Documenting Grit	CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	MA:Pr4.1.5 Create media artworks through the integration of multiple contents and forms, such as media broadcast.	MA5.PR.3 Design, evaluate, and refine presentation and distribution of multiple formats/contexts of media artworks, considering the impact on personal growth and meaning.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	MGSE5.NF.2 Solve word problems involving addition and subtraction of fractions, 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 mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.	VA:Cr1.1.5 Combine ideas to generate an innovative ideas for art-making.	VA5.CR.1.a Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.
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.	ELAGSE5RL2 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.	MU:Cn10.1.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MESGM4.CN.1 Connect music to the other fine arts and disciplines outside the arts.
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.	ELAGSE5RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TH:PR4.1.5A Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	TA.5.PR.1 Act by communicating and sustaining roles in formal and informal environments.
Aligning Worlds	5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	S5L4. Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.	VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.	VA5.CR.2.b Create works of art emphasizing multiple elements of art and/or principles of design.
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.	MGSE5.MD.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.	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.	MA5.CR.3.b Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, tone, mood, audience, and place.
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.	ELAGSE5W3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	TH:Cr3.1.5b Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	TA5.PR.1 Act by communicating and sustaining roles in formal and informal environments.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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).	ELAGSE5RL3 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).	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).	ESGM4.RE.1.b Describe music using appropriate vocabulary (e.g., fortissimo/pianissimo, presto/largo/moderator/allegro/adagio/legato/staccato, major/minor), intervals (e.g., step, skip, repeat, leap), timbre adjectives (e.g., dark/bright), and texture adjectives (e.g., thick/thin).
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.	MGSE5.G.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.	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.	VA5.RE.1.a Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.
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.	ELAGSE5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	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.	ESD5.CN.1 Understand and demonstrate dance throughout history and in various cultures.
Properties of Design	NGSS 5-PS1-3 Make observations and measurements to identify materials based on their properties.	S5P1.a Plan and carry out investigations of physical changes by manipulating, separating, and mixing dry and liquid materials.	TH:Pr5.1.5b Demonstrate the use of technical elements in a drama/theatre work.	TA5.PR.2 Execute artistic and technical elements of theatre.
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.	ELAGSE5RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	VA5.CN.1.d Recognize how art can be used to inform or change beliefs, values, or behaviors in an individual or society.
Emphasized Math	CCSS.MATH.CONTENT.5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	MGSE5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	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.	MA5.CR.3.a Understand and apply a variety of media arts processes to produce increasingly complex works of art, communicating personal choice, and increased technical skill, using a range of elements and principles.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
Earth Energy	5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	S5E1.b Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.	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.	ESD5.PR.2.a Demonstrate attentiveness, full participation, and cooperation with others in the dance learning and performance environment.
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.	ELAGSE5RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	MA:Re8.1.5a Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.	MA5.RE1.aj Identify, describe, and analyze methods, various styles, message, and meaning with intent to develop and organize own ideas, resolve specific visual arts problems, and create works of media art to manage audience experience.
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.	S5E1.b Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.	TH:Pr5.1.5b Demonstrate the use of technical elements in a drama/theatre work.	TA5.PR.2 Execute artistic and technical elements of theatre.
Sculpture Viewpoints	CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.	ELAGSE5W3.e Provide a conclusion that follows from the narrated experiences or events.	VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.	VA5.CR.1.a Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.

Georgia Standards Correlations

EDITION 2

Sixth Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	MGSE6.1 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.	VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.	VA6.CR.4.b Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principle.
How Text Presents Information	CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	ELAGSE6RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	MA:Re.8.1.6 Analyze the intent of a variety of media artworks, using given criteria.	MA6.RE.2 Interpret intent and meaning in artistic work.
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.	ELAGSE6L4 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.	MA:Cr2.1.6 Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	MA6.CR2.a Organize, propose, and evaluate artistic ideas, plans, processes, and prototype for media arts projects, considering purposeful intent by experimenting with multiple approaches, utilizing a range of associated elements and principles.
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.	S6E4.c Develop a model demonstrating the interaction between unequal heating and the rotation of the Earth that causes local and global wind systems.	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.	MA6.CR2.a Organize, propose, and evaluate artistic ideas, plans, processes, and prototype for media arts projects, considering purposeful intent by experimenting with multiple approaches, utilizing a range of associated elements and principles.
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).	ELAGSE6RI6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	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.	MSGM6.RE.1 Listen to, analyze, and describe music.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	ELAGSE6SL4 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.	TH:Pr5.1.6b Articulate how technical elements are integrated into a drama/theatre work.	TA6.PR.2 Execute artistic and technical elements of theatre.
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.	S6E2.a Develop and use a model to demonstrate the phases of the moon by showing the relative positions of the sun, Earth, and moon.	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).	MSD.CR.1 Demonstrate an understanding of the choreographic process.
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.	ELAGSE6RI7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	VA:Re.7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	VA6.RE.1.c Define where and how we encounter images in our daily lives and how images influence our view of the world.
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.	ELAGSE6RL7 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.	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.	MSGM6.RE.1 Listen to, analyze, and describe music.
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.	SP4.a Develop and use mathematical models to explain mechanical and electromagnetic waves as a propagating disturbance that transfers energy.	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.	MSGM6.RE.2.a Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g., learned, student-composed, improvised).
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.	ELAGSE6RI7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	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.	MA6.CR.3.a Understand and apply a variety of media arts processes and techniques to produce content using a range of elements and principles.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
Transitions	CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.	ELAGSE6W2.c Use appropriate transitions to clarify the relationships among ideas and concepts.	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.	MSD.CN.1 Understand and demonstrate dance throughout history and in various cultures.
Interdependent Relationships	MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	7th grade: S7L4.a Construct an explanation for the patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem. Suggestion: use this lesson as extension for advanced learners.	TH:Cr1.1.6a Identify possible solutions to staging challenges in a drama/theatre work.	TA6.CR.2 Develop scripts through theatrical techniques.
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.	ELAGSE6RI7 Integrate information presented in different media for formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigate in art-making.	VA6.CN.3.b Explore the connection between personal artistic creation and one's relationship to local and global learning communities.
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.	ELAGSE6RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.	VA6.CR.1.c Incorporate a variety of internal and external sources of inspiration into works of art (e.g., internal inspiration - moods feelings, self-perception, memory, imagination, fantasy; external inspiration - direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).
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.	MGSE6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	VA:Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	VA6.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	MGSE6.NS.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.	TH:Cr1.1.6b Identify solutions to design challenges in a drama/theatre work.	TA6.CR.1 Organize, design, and refine theatrical work.
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.	ELAGSE6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	MSGM6.RE.2.d Execute artistic and technical elements of theatre.
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.	SP3 Obtain, evaluate, and communicate information about the importance of conservation laws for mechanical energy and linear momentum in predicting the behavior of physical systems.	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.	MSD.R.3.b Apply concepts of gravity, force, acceleration, and mass in specific movement contexts.
Speed of Dance	CCSS.MATH.CONTENT.6.RP.A.3.B Solve unit rate problems including those involving unit pricing and constant speed.	MGSE6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	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.	MSD.CN.1 Understand and demonstrate dance throughout history and in various cultures.
Literary Movement	CCSS:ELA.LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as we as inferences drawn from the text.	ELAGSE6RL1 Cite textual evidence to support analysis of what the text says explicitly as we as inferences drawn from the text.	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.	MSD.RE.1.b Observe and critique dance performances using specified criteria and appropriate dance terminology.

Georgia Standards Correlations

EDITION 2

Seventh Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	MGSE7.E.4 Given the formulas for the area and circumference of a circle, use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	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.	VA7.CR.1.a Visualize and connect new ideas using mental and visual imagery.
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.	L6-8RHSS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print 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.	MA7.CR.1.a Identify and work to solve problems through creative thinking, planning, and/or experimenting with media artworks by applying inventive processes (e.g., concept modeling, prototyping).
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.	ELAGSE7RI5 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.	MU:Cn11.1.7 Demonstrate understanding of the relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MSGM7.CN.1 Connect music to the other fine arts and disciplines outside the arts.
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.	6th grade: S6E2.a Develop and use a model to demonstrate the phases of the moon by showing the relative positions of the sun, Earth, and moon. Suggestion: use this as a review lesson.	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.	MSGM7.CR.1 Improvise melodies, variations, and accompaniments.
Historical Figure Debate	CCSS.ELA-LITERACY.RH.6-8.1c Cite specific textual evidence to support analysis of primary and secondary sources.	ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TH:Cr1.1.7 Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	TA7.CR.1.f Utilize staging and blocking choices to enhance the performance.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
Riding in a Car	CCSS:ELA-LITERACY.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.	ELAGSE7SL1.d Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	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.	TA7.CR.1.e Identify and model ensemble skills in the rehearsal process.
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.	6th grade: S6E4 Obtain, evaluate, and communicate information about how the sun, land, and water affect climate and weather. Suggestion: use this as a review lesson.	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.	MSD.CR.1 Demonstrate an understanding of the choreographic process.
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).	ELAGSE7RL9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.	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.	MSD.CR.1.a Demonstrate a variety of choreographic structures (e.g., AB, ABA, canon, call-response, narrative, complementary/contrasting shapes).
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.	ELAGSE7W3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	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.	MSD.CR.1 Demonstrate an understanding of the choreographic process.
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.	MGSE7.SP.7b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	MA:Cr2.1.7a Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	MA7.CR.1.a Design, propose, and evaluate artistic prototypes and processes for media arts productions, considering expressive intent and resources to integrate content and meaning, and demonstrate understanding of associated elements and principles.
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).	L6-8RHSS3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	MA:Cr2.1.7a Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	MA7.CR.1.a Design, propose, and evaluate artistic prototypes and processes for media arts productions, considering expressive intent and resources to integrate content and meaning, and demonstrate understanding of associated elements and principles.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
Radio Drama	CCSS.ELA-LITERACY.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	ELAGSE7W2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	MA:Pr5.1.7c Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	MA7.PR.2.b Demonstrate creativity, exploratory process, and adaptability using innovative tools and techniques in revising and developing solutions to achieve an assigned purpose in constructing media artworks.
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.	S7L4.b Develop a model to describe the cycling of matter and the flow of energy among biotic and abiotic components of an ecosystem.	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.	VA7.CR.1.a Visualize and connect new ideas using mental and visual imagery.
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.	ELAGSE7RL2 Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	TH:Pr4.1.7 Use various character objectives in a drama/theatre work.	TA7.PR.1 Act by communicating and sustaining roles in formal and informal environments.
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.	MGSE7.G.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.	TH:Cr1.1.7b Explain and present solutions to design challenges in a drama/theatre work.	TA7.CR.1.f Utilize staging and blocking choices to enhance the performance.
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.	MGSE7.EE.3 Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.	VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.	VA7.PR.1 Plan, prepare, and present completed works of art.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	ELAGSE7RI2 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.	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.	MSD.RE.1.c Compare and contrast multiple choreographed works.
Cultural Waves	MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	SPS9 Students will investigate the properties of waves.	MU:Pr4.2.7c Identify how cultural and historical context inform performances and result in different music interpretations.	MSGM7.PR.2.c Perform music of diverse genres and cultures, with appropriate representation of culture and style.
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.	ELAGSE7W2.a 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.	MU:Re7.1.7 Select or choose contrasting music to listen to compare the connections to specific interests or experiences for a specific purpose.	MSGM.7.RE.1 Listen to, analyze, and describe music.
Thermal Costumes	MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	SPS7 Obtain, evaluate, and communicate information to explain transformations and flow of energy within a system.	TH:Cr1.1.7b Explain and present solutions to design challenges in a drama/theatre work.	TA7.CR.1.f Utilize staging and blocking choices to enhance the performance.

Georgia Standards Correlations

EDITION 2

Eighth Grade

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	ELAGSE8RL5 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.	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.	MSD.CR.1 Demonstrate an understanding of the choreographic process.
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).	ELAGSE8RL5 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.	TH:Pr4.1.8b Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.	TA8.PR.1 Act by communicating and sustaining roles in formal and informal environments.
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.	ELAGSE8RL3 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.	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.	MSD.PR.3 Identify the relationship between human anatomy and movement.
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.	MGSE8.F3 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.	VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	VA8.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	ELAGSE8RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	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.	MA8.PR.1.a Synthesize multiple contents and forms into unified media arts productions that convey a strong theme and personal voice.
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.	ELAGSE8RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	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.	MA8.CR.3.b Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements to reflect an understanding of purpose, tone, mood, audience, and place.
Dance Documentation	CCSS.MATH.CONTENT.8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations.	MGSE8.G.1 Verify experimentally the congruence properties of rotations, reflections, and translations: lines are taken to lines and line segments to line segments of the same length; angles are taken to angles of the same measure; parallel lines are taken to parallel lines.	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.	MSD.CR.1 Demonstrate an understanding of the choreographic process.
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.	ELAGSE8RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	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.	MSGM8.RE.2 Evaluate music and music 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.	ELAGSE8W3.b Use narrative techniques, such as dialogue, pacing, descriptions, and reflection, to develop experiences, events, and/or characters.	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.	MSGMM8.CR.2.a Compose short pieces of music within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
Mondrian Inspired Linear Equations	CCSS.MATH.CONTENT.8.EE.C.8 Analyze and solve pairs of simultaneous linear equations.	MGSE8.EE.8 Analyze and solve pairs of simultaneous linear equations (systems of linear 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.	VA8.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.
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.	ELAGSE8SL5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.	VA8.CR.1.d Formulate and compose a series of connected, personally relevant ideas using a variety of resources to develop a point of view (e.g., imagination, personal experience, social and academic interests).
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.	ELAGSE8RL9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.	TH:Re9.1.8a Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.	TA8.RE.1 Engage actively and appropriately as an audience member.
Interpreting Preferences	CCSS.MATH.CONTENT.8.SP.A.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.	MGSE8.SP.4ab 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.	MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.	MSGM8.RE.1.e Recognize characteristics of musical elements in music which represent diverse genres and cultures (e.g., special instruments, call-and-response, uses of music).
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).	ELAGSE8RI6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	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.	TA8.CR.2 Develop scripts through theatrical techniques.

LESSON TITLE	COMMON CORE STANDARD	ALIGNED GEORGIA STANDARD	NATIONAL ARTS STANDARD	NATIONAL CORE ARTS STANDARD ALIGNED GEORGIA STANDARD
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.	S8P3.c Construct an argument from evidence to support the claim that the amount of force needed to accelerate an object is proportional to its mass (inertia).	DA:Re7.1.8a Describe, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent.	MSD.RE.1 Demonstrate critical and creative thinking in dance.
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.	No direct Georgia Stand Science Standard Correlation. Focused on the Design Process.	MA:Re7.1.8b Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.	MA8.RE.2 Interpret intent and meaning in artistic work.
Synthetic Museum	MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	No direct Georgia Stand Science Standard Correlation. Focused on the Resource Conservation.	VA:Pr5.1.8 Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.	VA8.PR.1 Plan, prepare, and present completed works of art.
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.	ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.	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.	MSGM8.PR.2 Perform music of diverse genres and cultures with appropriate representation of cultural style.
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.	ELAGSE8SL2 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.	TH:Cn10.1.8 Examine a community issue through multiple perspectives in a drama/theatre work.	TA8.CN.1 Explore how theatre connects to life experience, careers, and other content.
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.	ELAGSE8RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	MA:Cn10.1.8b Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.	MA8.CN.1.a Identify and build media arts skills to address social, cultural, or societal issues while examining related careers, higher order thinking, problem-solving, creativity, personal beliefs, imagination, and lifelong learning opportunities in a local and global context.