

Kentucky Standards Correlations

EDITION 2

Kindergarten

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Classifying Me | CCSS.MATH.CONTENT.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | KY.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10. | VA.Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen. | VA:Pr4.1.K Select objects for display, explaining why they were chosen. |
| Reading Art to Survive | NGSS K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. | KY.K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. | VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details. | VA:Re8.1.K Interpret art by identifying subject matter and describing relevant details. |
| Story Alive | CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. | KY.RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development. | 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). | TH:Cr2.1.K With prompting and support, express original ideas through collaboration with peers in dramatic play or a guided drama experience. |
| 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. | KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, 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. | DA:Cr2.1.K.b Express an idea, feeling or image through improvised movement, moving alone or with a partner. |
| 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. | KY.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. | VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem. | VA:Cr1.2.K Collaboratively engage in creative art-making in response to an artistic problem. |

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| Mapping 100 | CCSS.MATH.CONTENT.K.CCA.1 Count to 100 by ones and by tens. | KY.K.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. | DA:Cr3.1.K.b Depict a dance movement by drawing a picture or using a symbol. |
| Character Play | CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | KY.RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in 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). | TH:Cn10.1.K With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience. |
| 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. | KY.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. | DA:Re8.1.K Observe movement and describe it using simple dance terminology. | DA:Re8.1.K Observe movement and describe it. |
| 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. | KY.K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. | VA:Cr2.3.Ka Create art that represents natural and constructed environments. | VA:Cr2.3.K Create art that represents real and imagined environments. |
| 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). | KY.C.K.5 With guidance and support, participate in shared research and writing projects, | MA:Cr3.1.K Form and capture media arts content for expression and meaning in media arts productions. | MA:Cr3.1.K.a With guidance, capture media arts content for expression and meaning. |
| 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. | KY.K.G.5 Model shapes in the world by building figures from components and drawing shapes. | VA:Cn10.1.Ka Create art that tells a story about a life experience. | VA:Cn10.1.K Create art that tells a story about a life experience. |
| Dance of Emotion | CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text. | KY.RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the 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. | DA:Cn10.1.K Recognize and name an emotion that is experienced when watching or performing a dance. |

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| 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). | KY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. | VA:Re7.2.Ka Describe what an image represents. | VA:Re7.2.K Describe what an image represents. |
| 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. | KY.C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. | 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. | MU:Pr4.2.K With guidance, explore and demonstrate awareness of music contrasts in a variety of music selected for performance. |
| Reading Voices | CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding. | KY.RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts. | 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). | TH:Pr6.1.K With prompting and support, use voice and movement to demonstrate character in a guided drama experience. |
| 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. | KY.K.G.1.b Describe the relative positions of these objects using terms above, below, 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). | TH:Cr1.1.K.a With prompting and support, generate and inhabit an imaginary setting through dramatic play or a guided drama experience. |
| The Art of Family | CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details. | KY.RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story. | VA:Re9.1.Ka Explain reasons for selecting a preferred artwork. | VA:Re9.1.K Explain reasons for selecting a preferred artwork. |
| Weather Seconds | NGSS K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. | KY.K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. | MA:Re8.1.Ka With guidance, share observations regarding a variety of media artworks. | MA:Re8.1.K With guidance, share observations regarding a variety of media artworks. |

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| 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). | KY.RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics. | MU:Re7.1.K With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. | MU:Re7.1.K With guidance, list personal interests and experiences and demonstrate why some music selections are preferred over others. |
| 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). | KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1). | DA:Cr3.1.K Apply suggestions for changing movement through guided improvisational experiences. | DA:Cr3.1.K.a With prompting and support, apply suggestions for changing movement through guided improvisational experiences. |

EDITION 2

First Grade

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| Color Beams | 1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. | KY-1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. | VA:Cr2.1.1.a Explore uses of materials and tools to create works of art or design. | VA:Cr2.1.1 Explore uses of materials and tools to create works of art or design. |
| 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. | KY.1.MD.4d Interpret data to answer questions about the table/chart that connects to the question posed, including 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. | TH:Cr3.1.1.b Collaborate to generate multiple representations of a single object in a guided drama experience. |
| 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. | KY.C.1.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. | MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. | MU:Re8.1.1 With limited guidance, explore and identify expressive qualities that reflect creators'/performers' expressive intent. |
| 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). | KY.RI.1.9 Identify information from two or more texts on similar themes or topics. | VA:Re:7.2.1a Compare images that represent the same subject. | VA:Re7.2.1 Compare images that represent the same subject. |

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| 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. | KY.1.G.2 Compose shapes. | VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials. | VA:Cr1.1.1 Engage collaboratively in exploration and imaginative play with materials. |
| 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. | KY.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. | VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. | VA:Cr2.2.1 Demonstrate safe and proper procedures for using materials, tools and equipment while making art. |
| 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. | KY.1.NBT.2 Understand 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. | MA:Pr5.1.1.b Experiment with and share different ways to use tools and techniques to construct 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. | KY.RI.1.3 With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text. | DA:Cr2.1.1b Choose movements that express an idea or emotion, or follow a musical phrase. | DA:Cr2.1.1.b Choose movements that express an idea or emotion or follow a musical phrase. |
| Light It Up | 1-PS4-2 Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. | KY.1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated. | TH:Pr5.1.1.b With prompting and support, identify technical elements that can be used in a guided drama experience. | TH:Pr5.1.1.b Use body, face, gestures and voice to communicate character traits and emotions in a guided drama experience. |
| 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$ | KY.1.OA.7 Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. | VA:Cr3.1.1a Use art vocabulary to describe choices while creating art. | VA:Cr3.1.1 Use visual art vocabulary to describe choices while creating art. |

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| 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). | KY.C.1.5 With guidance and support, participate in shared research and writing projects. | TH:Cr2-1.a Contribute to the development of a sequential plot in a guided drama experience. | TH:Cr2.1.1 With limited prompting and support, contribute to the development of a sequential plot by participating in group decision making in a guided drama experience. |
| Scoring Art | CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. | KY.RL.1.7 Use a story's illustrations and details to describe its characters, setting and events. | MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. | MU:Cr1.1.1.a With limited guidance, create musical ideas for a specific purpose. |
| 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. | KY.1.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. | VA:Re9.1.1 Classify artwork based on different reasons for preferences. |
| Life is a Caberet | CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | KY.RI.1.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text. | MU:Cn10.1.1a Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. | MU:Cn10.1.1 Find an experience expressed or portrayed in a dance. Identify the movements that communicate this experience. |
| World Beats | CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | KY.RF.1.2 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. | MU:Pr4.2.1.a With limited guidance, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance. |
| Improvised Fables | CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | KY.RL.1.2 Describe characters, settings and major events in a story, using key details in order to make meaning of the story development. | DA:Cr2.1.1a Improvise a series of movements that have a beginning, middle, and end, and describe movement choices. | DA:Cr2.1.1.a Improvise a series of movements that have a beginning, middle and end, and describe movement choices. |
| Space Dance | 1.ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. | KY-1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. | 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. | DA:Pr4.1.1.a Demonstrate locomotor and non-locomotor movements that change body shapes and explore the element of space. |

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| 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. | KY.1.MD.4 Investigate questions involving categorical data. | VA:Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form. | VA:Re8.1.1 Interpret art by categorizing subject matter and identifying visual art vocabulary. |
| Depicting Dance | CCSS.ELA-LITERACY.L.1.1.F Use frequently occurring adjectives. | KY.L.1.1e When writing or speaking, demonstrate appropriate use of frequently occurring adjectives in a sentence. | 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). | DA:Cr3.1.1.b Depict several different types of movements of a dance by drawing a picture or using a symbol. |
| Character Gestures | CCSS-ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | KY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning. | TH:Pr4.1.1.b Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience. | TH:Pr4.1.1.b Use body, face, gestures and voice to communicate character traits and emotions in a guided drama experience. |

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EDITION 2

Second Grade

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| Number Games | CCSS.MATH.CONTENT.2.O.A.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | KY.2.OA.2 Fluently add and subtract within 20 using mental strategies. | VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity. | VA:Cr1.2.2 Make art or design with various art materials and tools to explore personal interests, questions, and curiosity. |
| Pollination Games | 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. | KY-2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. | DA:Cr2.1.2 Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices. | DA:Cr2.1.2.b Choose movements that express a main idea or emotion or follow a musical phrase. |
| 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. | KY.C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. | 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. | VA:Pr6.1.2 Examine how exhibiting art contributes to communities. |
| 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. | KY.2.NBT.7 Add and subtract within 1000. | VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork. | VA:Cr3.1.2 Discuss and reflect with peers about choices made in creating artwork. |

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| 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. | KY.RL.2.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song. | MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. | MU:Pr4.3.2 Demonstrate understanding of expressive qualities and how creators use them to convey expressive intent. |
| 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. | KY-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. | VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem. | VA:Cr1.1.2 Collaboratively brainstorm multiple approaches to an art or design problem. |
| 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. | KY.2.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. | TH:Pr5.1.2.b Explore staging and the use of space in guided drama experience. |
| 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. | KY-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. | VA:Cr2.3.2a Repurpose objects to make something new. | VA:Cr2.3.2 Repurpose objects to make something new through an art-making process. |
| 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. | KY.RI.2.5 Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. | TH:Cn11.2.2b Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience. | TH:Cn11.2.2.b Collaborate on the creation of a short scene based on a non-fiction literary work in a guided drama experience. |

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| Aesthetics of Diversity | 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. | KY-2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. | VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments. | VA:Re7.1.2 Perceive and describe visual characteristics of a variety of environments. |
| 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. | KY.C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. | MU:CR2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. | MU:Cr2.1.2.a Create and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. |
| 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. | KY.RL.2.6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text. | TH:Pr4.1.2b Alter voice and body to expand and articulate nuances of a character in a guided drama experience. | TH:Pr4.1.2.b Alter voice and body to expand and articulate nuances of a character in a guided drama experience. |
| 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. | KY.C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. | MU:Re7.1.2 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. | MU:Re7.1.2 Explain how personal interests and experiences influence musical selection for specific purposes. |
| 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. | KY.RL.2.2 Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures. | 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. | VA:Re8.1.2 Interpret art by identifying intent and meaning of a work of art and describing relevant subject matter. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| 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. | KY.RL.2.9 Compare/contrast two or more versions of the same story 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. | DA:Re8.1.2 Use context cues from movement to identify meaning and intent in a 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. | KY.RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. | VA:Re7.2.2a Categorize images based on expressive properties. | VA:Re7.2.2 Explore ways to categorize images. |
| 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. | KY.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces). | MA:Pr5.1.2c Demonstrate and explore identified methods to use tools to capture and form media artworks. | MA:Pr5.1.2.b Demonstrate and explore identified methods to use tools to capture and form media artworks. |
| Earth Moves | 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. | KY-2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. | DA:Cr2.1.2b Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices. | DA:Cr2.1.2.b Choose movements that express a main idea or emotion or follow a musical phrase. |
| 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. | KY.2.MD.10 Create a pictograph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart and compare problems using information presented in a bar graph. | MA:Cr2.1.2 Choose ideas to create plans and models for media arts productions. | MA:Cr2.1.2 Select 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. | KY.2.MD.3 Estimate lengths using units of inches, feet, yards, 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. | DA:Pr5.1.2.a Demonstrate a range of locomotor and non-locomotor movements, body patterning and dance sequences that require moving through space using a variety of pathways. |

Kentucky Standards Correlations

EDITION 2

Third Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Products of Art | CCSS.MATH.CONTENT.3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 x 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 x 7. | KY.3.OA.1 Interpret and demonstrate products of whole numbers. | VA:Re9.1.3a Evaluate an artwork based on given criteria. | VA:Re9.1.3 Identify basic criteria for and evaluate media artworks, considering possible improvements and context. |
| Quick Change | 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. | KY-3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. | TH:Pr5.1.3b Identify the basic technical elements that can be used in drama/theatre work. | TH:Pr5.1.3.b Explore the use of basic technical elements in a theatrical work. |
| 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). | KY.RI.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. | VA:Re7.2.3a Determine messages communicated by an image. | VA:Re7.2.3 Perceive messages communicated by an image. |
| 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. | 3.RI.2 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). | MU:Re7.2.3 Describe how a response to music can be informed by the structure, the use of the Elements of Music and personal and social context. |
| 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. | KY-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. | VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials. | VA:Cr2.1.3 Create a student driven artwork using a variety of artistic processes and materials. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| 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. | KY.RF.3.4b Fluently read grade-level prose and poetry orally 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. | TH:Pr5.1.3.a Collaborate as an ensemble to experiment with voice and movement choices in a theatrical work. |
| Focusing the View | CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | KY.C.3.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. | MA:Re7.1.3a Identify and describe how messages are created by components in media artworks. | MA:Re7.1.3.a Identify and describe how messages are created by components in media artworks. |
| 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. | KY.C.3.4 With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. | MA:Pr3.1.3b Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks. | MA:Pr3.1.3.b Analyze how the emphasis of components alters the effect and purpose in refining and completing media artworks. |
| Detailed Traits | 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. | KY-3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. | VA:Cn10.1.3a Develop a work of art based on observations of surroundings. | VA:Cn10.1.3 Develop a work of art based on observations of surroundings. |
| 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. | KY.RL.3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text. | VA:Re7.2.3a Determine messages communicated by an image. | VA:Re7.2.3 Perceive messages communicated by an image. |
| 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 | KY-3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. | MA:Cr1.1.3a Develop multiple ideas for media artworks using a variety of tools, methods, and or materials. | MA:Cr1.1.3 Demonstrate multiple ideas for media artworks using a variety of tools, methods and/or materials. |
| Character Dissent | CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. | KY.RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text. | TH:Pr4.1.3a Apply the elements of dramatic structure to a story and create a drama/theatre work. | TH:Pr4.1.3.a Apply the elements of Dramatic Structure to a story and create a theatrical work. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| 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). | KY.RI.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. | VA:Cn11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made. | VA:Cn11.1.3 Investigate how responses to art change depending on knowledge of the time and place in which it was made. |
| 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. | KY.RL.3.5 Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures. | 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. | DA:Re8.1.3 Select specific context cues from movement. Explain how they relate to the main idea of the dance. |
| Region Design | 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. | KY-3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. | TH:Cr1.1.3b Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/ theatre work. | TH:Cr1.1.3.b Imagine and explain ideas for costumes, props and sets for the environment and characters. |
| 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. | KY.3.MD.4 Investigate questions involving numerical data. | VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning. | VA:Cr3.1.3 Investigate visual information when deciding what details could be added to enhance an artwork's meaning. |
| 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 $\frac{1}{b}$. | KY.3.NF.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 $\frac{1}{b}$. | MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. | MU:Cr2.1.3.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. |
| 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). | KY.L.3.5c Distinguish shades of meaning among related words that describe degrees of certainty. | VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning. | VA:Cr3.1.3 Investigate visual information when deciding what details could be added to enhance an artwork's meaning. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Where Do I Stand? | CCSS.MATH.CONTENT.3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. | KY.3.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). | DA:Pr6.1.3.a Identify the main areas of a performance space using production terminology. Apply appropriate performance etiquette in dance class, rehearsal and performance. |
| 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. | KY.3.MD.8 Solve real world and mathematical problems involving perimeters of polygons. | VA:Cr1.3a Elaborate on an imaginative idea. | VA:Cr1.1.3 Elaborate on an imaginative idea. |

Kentucky Standards Correlations

EDITION 2

Fourth Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Musical Details | CCSS.ELA-LITERACY.2.4.3B Use dialogue and description to develop experiences and events or show the responses of characters to situations. | KY.C.4.3c 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. | MU:Pr4.2.4.c Explain how social and cultural context informs a performance. |
| 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. | KY.4.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). | DA:Cr3.1.4.b Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols. |
| 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. | KY.RI.4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from 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. | MA:Cn11.1.4.a Explain through media artworks how ideas within the works relate to everyday and cultural life. |
| Decoding Maps | NGSS 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. | KY-4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. | VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created. | VA:Cn11.1.4 Infer information about the time, place and culture in which a work of art was created. |
| 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. | KY.4.OA.2 Multiply or divide to solve word problems involving multiplicative comparisons by using drawings and equations with a symbol 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. | VA:Cr2.3.4 Document, describe and represent a real or imagined regional environment. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| 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. | KY-4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. | 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. | MA:Cr3.1.4.a Organize various content and components to convey purpose and meaning in different media arts productions, applying sets of associated Foundational Principles. |
| 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. | KY.RI.4.6 Compare/contrast a firsthand and secondhand account of the same event or topic. | MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. | MU:Re7.1.4 Explain how selected music connects to, and is influenced by, specific interests, experiences, purposes or contexts. |
| Answers Through Dance | CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. | KY.C.4.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. | 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. | DA:Cn10.1.4 Relate the main idea or content in a dance to other experiences. |
| Imaginary Elsewhere | CCSS.MATH.CONTENT.4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. | KY.4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. | TH:Cr1.1.4a Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work. | TH:Cr1.1.4.a Describe the visual details of imagined worlds and improvised stories that support given circumstances. |
| 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. | KY.L.4.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. | 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. | VA:Pr5.1.4 Analyze a variety of considerations for presenting and protecting artwork in different locations and formats. |
| Painting Light | 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. | KY-4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. | TH:Re9.1.4.b Investigate how technical elements may support a theme or idea in a drama/ theatre work. | TH:Re9.1.4.b Compare the way prop and/or costume design choices affect the representation of cultural perspectives. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| 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). | KY.RL.4.3 Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text. | TH:Pr4.1.4.b Make physical choices to develop a character in a drama/theatre work. | TH:Pr4.1.4.b Make physical choices to develop a character in a theatrical work. |
| 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. | KY.4.G.3 Identify lines of symmetry. | VA:Re7.2.4a Analyze components in visual imagery that convey messages. | VA:Re7.2.4 Analyze components in visual imagery that convey messages. |
| 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. | KY.RI.4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a 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. | MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill. |
| 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. | KY.RL.4.9 Compare/contrast themes, topics and patterns of events 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. | MA:Cn10.1.4.a Select and use personal and external resources to create media artworks. |
| 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. | KY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. | VA:Cr1.2.4 Collaboratively set goals and choose appropriate materials to create artwork that is meaningful to the makers. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Melodic Names | CCSS.MATH.CONTENT.4.NF.B.3.B Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. | KY.4.NF.3.b Decomposing a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions. | MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. | MU:Cr2.1.4.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. |
| Dancing in Code | 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. | KY-4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. | DA:Cr1.1.4b Develop a movement problem and manipulate the elements of dance as tools to find a solution. | DA:Cr1.1.4.b Develop a movement problem and manipulate the elements of dance as tools to find a solution. |
| 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). | KY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning. | VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion. | VA:Cr3.1.4 Revise artwork in progress on the basis of insights gained through peer discussion. |
| Energy Dance | 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. | KY-4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that 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. | DA:Cr2.1.4.b Develop a dance study that expresses and communicates a main idea. |

Kentucky Standards Correlations

EDITION 2

Fifth Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Interpreting Figures | CCSS.MATH.CONTENT.5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties | KY.5.G.4 Classify two-dimensional figures in a hierarchy based on properties. | VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. | VA:Re8.1.5 Interpret art by analyzing visual art vocabulary, contextual information, subject matter and use of media to identify any message conveyed. |
| Art Hypothesis | 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances. | KY-5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances. | VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making | VA:Cr1.1.5 Combine ideas to generate an innovative idea for art-making. |
| 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. | KY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective 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. | MU:Re8.1.5 Explain, and cite evidence, how the expressive qualities are used in performers and personal interpretations to reflect expressive intent. |
| 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. | KY.C.5.5 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. | VA:Cr3.1.5 Reflect on whether personal artwork conveys the intended meaning and revise accordingly. |
| Documenting Grit | CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | KY.C.5.2 Compose informative and/or explanatory texts, using writing and digital resources, 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. | MA:Pr4.1.5 Create media artworks through the integration of multiple contents and forms. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| 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. | KY.5.NF.2 Solve word problems involving addition and subtraction of fractions. | VA:Cr1.1.5 Combine ideas to generate an innovative ideas for art-making. | VA:Cr1.1.5 Combine ideas to generate an innovative idea for art-making. |
| 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. | KY.RL.5.2 Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking. | MU:Cn10.1.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | MU:Cn10.1.5 Compare two dances with contrasting themes. |
| 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. | KY.RI.5.1 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. | TH:Pr4.1.5.a Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work. |
| Aligning Worlds | 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. | KY-5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. | VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice. | VA:Cr2.1.5 Develop skills in multiple art-making techniques and approaches through student led experimentation. |
| 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. | KY.5.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. | MA:Cr3.1.5.a Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated Foundational Principles. |
| 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. | KY.C.5.3c 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. | TH:Cr3.1.5.c Use physical and vocal exploration for character development in an improvised or scripted theatrical work. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| 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). | KY.RL.5.3 Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text. | 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). | MU:Pr4.2.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities including dynamics, tempo and articulation/style. |
| 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. | KY.5.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. | VA:Re8.1.5 Interpret art by analyzing visual art vocabulary, contextual information, subject matter and use of media to identify any message conveyed. |
| 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. | KY.RI.5.9 Integrate information from several texts on the same theme or topic. | 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. | DA:Cn11.1.5 Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period or community from which the genre or style originated. |
| Properties of Design | NGSS 5-PS1-3 Make observations and measurements to identify materials based on their properties. | KY-5-PS1-3 Make observations and measurements to identify materials based on their properties. | TH:Pr5.1.5b Demonstrate the use of technical elements in a drama/theatre work. | TH:Pr5.1.5.b Use technical elements to enhance a theatrical work. |
| 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. | KY.RL.5.9 Compare/contrast stories in the same genre 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. | VA:Cn11.1.5 Identify how art is used to inform or influence 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. | KY.5.OA.1 Use parentheses, brackets or braces in numerical expressions and evaluate expressions that include 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. | MA:Cr3.1.5.a Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated Foundational Principles. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Earth Energy | 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. | KY-5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. | 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. | DA:Pr5.1.5.c 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. |
| 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. | KY.RL.5.5 Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures. | MA:Re8.1.5a Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context. | MA:Re8.1.5 Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context. |
| 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. | KY-5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. | TH:Pr5.1.5b Demonstrate the use of technical elements in a drama/theatre work. | TH:Pr5.1.5.b Use technical elements to enhance a theatrical work. |
| Sculpture Viewpoints | CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events. | KY.C.5.3f Provide a conclusion that follows the narrated experiences or events. | VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making. | VA:Cr1.1.5 Combine ideas to generate an innovative idea for art-making. |

Kentucky Standards Correlations

EDITION 2

Sixth Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Composite Figure Compositions | CCSS.MATH.CONTENT.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. | KY.6.G.1 Find the area of right triangles, other triangles, special quadrilaterals and polygons by composing into rectangles or decomposing into triangles and quadrilaterals; 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. | VA:Cr1.1.6 Combine concepts collaboratively to generate innovative ideas for creating art. |
| How Text Presents Information | CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). | KY.RI.6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas. | MA:Re.8.1.6 Analyze the intent of a variety of media artworks, using given criteria. | MA:Re8.1.6 Analyze the intent of a variety of media artworks, using given criteria. |
| 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. | KY.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 an array of strategies. | MA:Cr2.1.6 Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent. | MA:Cr2.1.6 Use critical analysis to revise an existing devised or original scripted theatrical work. |
| 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. | KY-6-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. | 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. | MA:Cr3.1.6.a Construct and arrange various content into unified, purposeful media arts productions, describing and applying a defined set of Foundational Principles. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Point of View in Music | CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | KY.RI.6.6 Determine an author's perspective and purpose in a text, and explain how it is conveyed in a 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. | MU:Re8.1.6 Explore interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, context and personal research. |
| 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. | KY.M.IN.S1.A With support, participate in discussion using evidence to support claims with credible sources then engage and respond to others' using a variety of strategies (ex: asking clarifying questions, seeking input, sharing the floor, etc.). | TH:Pr5.1.6b Articulate how technical elements are integrated into a drama/theatre work. | TH:Pr5.1.6.b Evaluate how technical elements are integrated into a theatrical work. |
| 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. | KY-6-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. | DA:Cr1.1.6 Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events). | DA:Cr1.1.6.a Relate similar or contrasting ideas to develop choreography using a variety of stimuli. |
| 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. | KY.RI.6.7 Integrate information presented in print and non-print formats 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. | VA:Re7.2.6 Analyze multiple ways that images influence specific audiences. |
| 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. | KY.RL.6.7 Compare/contrast reading a print text and viewing its visual/oral presentation. | 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. | MU:Re8.1.6 Explore interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, context and personal research. |
| 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. | KY-7-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. | 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. | MU:Pr4.1.6 Apply teacher-provided criteria for selecting a varied repertoire of music for individual or small group performances that include melodies, improvisations and chordal accompaniments in a variety of patterns. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Children of War | CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | KY.RI.6.7 Integrate information presented in print and non-print formats 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. | MA:Cr3.1.6.a Construct and arrange various content into unified, purposeful media arts productions, describing and applying a defined set of Foundational Principles. |
| Transitions | CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts. | KY.C.6.2d 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. | DA:Cn10.1.6 Observe movement characteristics or qualities in a specific dance genre and compare to one's personal movement. |
| Interdependent Relationships | MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. | KY-6-LS2-2 Construct an explanation that predicts patterns of interaction among organisms across multiple ecosystems. | TH:Cr1.1.6a Identify possible solutions to staging challenges in a drama/theatre work. | TH:Cr.1.1.6.a Identify staging needs within a theatrical work. |
| 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. | KY.RI.6.7 Integrate information presented in print and non-print formats 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 investigated in art-making. | VA:Cn10.1.6 Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. |
| 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. | KY.RL.6.1 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. | VA:Cr1.1.6 Combine concepts collaboratively to generate innovative ideas for creating art. |
| 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. | KY.6.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. | VA:Pr6.1.6 Assess, explain and provide evidence of how museums or other venues reflect history and/or community. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| 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. | KY.6.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. | TH:Cr1.1.6.b Identify design needs within a 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. | KY.C.6.3 Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, 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. | MU:Re7.1.6 Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. |
| 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. | KY-7-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. | 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. | DA:Pr4.1.6.c 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. |
| Speed of Dance | CCSS.MATH.CONTENT.6.RP.A.3.B Solve unit rate problems including those involving unit pricing and constant speed. | KY.6.RP.3b Solve rate problems including those involving unit pricing and constant speed. | 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. | DA:Cn10.1.6 Observe movement characteristics or qualities in a specific dance genre and compare to one's personal movement. |
| Literary Movement | CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | KY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well 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. | DA:Re8.1.6 Explain how 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. |

Kentucky Standards Correlations

EDITION 2

Seventh Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Math Mandalas | CCSS.MATH.CONTENT.7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an information derivation of the relationship between the circumference and area of a circle. | KY.7.G.4 Use formulas for area and circumference of circles and their relationships. | 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. | VA:Cr2.3.7 Apply visual organizational strategies to design and produce a work of art, design or media art that clearly communicates information or ideas. |
| 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. | KY.RI.7.7 Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience. | 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. | MA:Cr1.1.7 Produce a variety of ideas for media artworks through the application of chosen innovative processes. |
| 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. | KY.RI.7.5 Analyze the structure an author uses to organize a text, including how the different 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. | MU:Cn11.1.7 Use different forms of theatrical work to examine contemporary social, cultural and/or global issues. |
| 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. | KY-6-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. | 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. | MU:Cr1.1.7 Compare a variety of stimuli and make selections to expand movement vocabulary and artistic expression. |
| Historical Figure Debate | CCSS.ELA-LITERACY.RH.6-8.1c Cite specific textual evidence to support analysis of primary and secondary sources. | KY.C.7.1c Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | TH:Cr1.1.7 Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work. | TH:Cr1.1.7.a Investigate multiple approaches and solutions to staging a theatrical work. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Riding in a Car | CCSS:ELA-LITERACY.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. | M.IN.T1.A Independently listen respectfully, participate in discussion, seek and acknowledge the contribution of others. | TH:Cr3.1.7 Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work. | TH:Cr3.1.7.a Participate productively in analyzing and refining choices during a 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. | KY-6-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. | 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. | DA:Cr1.1.7.b Explore the Elements of Dance to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology. |
| Dance of Colliding Cultures | CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance or particular facts). | KY.RI.7.6 Determine an author's perspective and purpose in a text and analyze how the author distinguishes his or her position from that of others. | 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. | DA:Cr2.1.7.a Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. |
| 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. | KY.C.7.3d Use a variety of transition words 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. | DA:Cr2.1.7.a Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. |
| 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. | KY.7.SP.7.b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. | MA:Cr2.1.7a Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources. | MA:Cr2.1.7 Develop, propose and evaluate artistic ideas, plans and models for media arts productions, considering purposeful intent and resources. |
| 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). | KY.RI.7.5 Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas. | MA:Cr2.1.7a Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources. | MA:Cr2.1.7 Develop, propose and evaluate artistic ideas, plans and models for media arts productions, considering purposeful intent and resources. |
| Radio Drama | CCSS.ELA-LITERACY.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | KY.C.7.2d 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. | MA:Pr5.1.7.b Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks. |

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| 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. | KY-7-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. | 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. | VA:Cr2.3.7 Apply visual organizational strategies to design and produce a work of art, design or media art that clearly communicates information or ideas. |
| 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. | KY.RI.7.2 Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. | TH:Pr4.1.7 Use various character objectives in a drama/theatre work. | TH:Pr4.1.7.b Interpret various character objectives in a story or script. |
| 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. | KY.7.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. | TH:Cr1.1.7.b Investigate multiple approaches and solutions to designing a theatrical work. |
| 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. | KY.7.EE.3 Solve real-life and mathematical problems posed with positive and negative rational numbers in any form, 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. | VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues. | VA:Pr6.1.7 Compare viewing and experiencing collections and exhibitions in different venues. |
| 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. | KY.RI.7.2 Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. | 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. | 7.DA:Re8 Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Use genre-specific dance terminology. |

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| Cultural Waves | MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. | KY-7-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. | MU:Pr4.2.7c Identify how cultural and historical context inform performances and result in different music interpretations. | 7.MU:Pr4.2 c. Identify how personal, social, cultural, and historical context inform performances and result in different musical effects. |
| 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. | KY.C.7.2b Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multi-media 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. | 7.MU:Re7.1 Select contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose. |
| Thermal Costumes | MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. | KY-7-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. | TH:Cr1.1.7b Explain and present solutions to design challenges in a drama/theatre work. | 7.TH:Cr1 c. Explain and present solutions to design challenges in a drama/theatre work.. |

Kentucky Standards Correlations

EDITION 2

Eighth Grade

| LESSON TITLE | COMMON CORE STANDARD | ALIGNED KENTUCKY STANDARD | NATIONAL ARTS STANDARD | NATIONAL CORE ARTS STANDARD ALIGNED KENTUCKY STANDARD |
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| Structure of Collaboration | CCSS.ELA-LITERACY.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | KY.RL.8.5 Compare/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. | DA:Cr2.1.8.a Collaboratively apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with artistic intent. |
| 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). | KY.RI.8.6 Determine an author's perspective and purpose in a text, and analyze how the author responds to conflicting evidence or viewpoints. | TH:Pr4.1.8b Use various character objectives and tactics in a drama/theatre work to overcome an obstacle. | TH:Pr4.1.8.b Formulate various tactics to overcome an obstacle(s) blocking a character's objective(s). |
| 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. | KY.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. | 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. | DA:Pr4.1.8.a Design body shapes which include other dancers, objects and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways. |
| 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. | KY.8.F.3.a Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line. | VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. | VA:Cr1.2.8 Collaboratively develop an artistic investigation of an aspect of present-day-life by exploring contemporary artistic practices. |

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| 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. | KY.RL.8.4 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 but not limited to 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. | MA:Pr4.1.8 Create media artworks through the integration of multiple contents and forms. |
| 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. | KY.RL.8.1 Cite relevant textual evidence to support 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. | MA:Cr3.1.8.a Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of Foundational Principles. |
| Dance Documentation | CCSS.MATH.CONTENT.8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations. | KY.8.G.1 Verify experimentally the properties of rotations, reflections and translations. | 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. | DA:Cr3.1.8.b Experiment with aspects of a recognized system to document a section of a dance by using words, symbols or recording technologies. |
| 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. | KY.RH.8.4 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 but not limited to 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. | MU:Re7.1.8 Select programs of music and demonstrate the connections to an interest or experience for a specific purpose. |
| 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. | KY.C.8.3c Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. | 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. | MU:Cr2.1.8 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. |

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| Mondrian Inspired Linear Equations | CCSS.MATH.CONTENT.8.EE.C.8 Analyze and solve pairs of simultaneous linear equations. | KY.8.EE.8 Analyze and solve a system of two 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. | VA:Re8.1.8 Analyze how contextual information, subject matter, visual art vocabulary and use of media contribute to understanding meaning conveyed in an artwork. |
| 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. | KY.RI.7.7 Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience. | VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations. | VA:Cr2.3.8 Select, organize and design images and words to make visually clear and compelling works of art, design or media art. |
| 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. | KY.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, including describing how the material is rendered new. | TH:Re9.1.8a Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria. | TH:Re9.1.8.a Respond to a theatrical work using supporting evidence, personal aesthetics and criteria. |
| 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. | KY.8.SP.1 Construct and interpret scatter plots for bivariate numerical data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association and nonlinear association. | MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. | MU:Re7.2.8 Demonstrate and justify how the structural characteristics function within a variety of musical selections and distinguish how context and creative decisions inform the response. |
| 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). | KY.RI.8.6 Determine an author's perspective and purpose in a text, and analyze how the author 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. | TH:Cr2.1.8.a Articulate and apply critical analysis, research and an understanding of historical and cultural context to the development of original ideas for a theatrical work. |

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| Circle of Motion | MS-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. | KY-7-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. | DA:Re7.1.8a Describe, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent. | DA:Re7.1.8.a Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent. |
| 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. | KY-MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. | MA:Re7.1.8b Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention. | MA:Re7.1.8.b Evaluate how various forms, methods and styles in media artworks manage audience experience and communicate intention. |
| Synthetic Museum | MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. | KY-8-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. | VA:Pr5.1.8 Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. | VA:Pr5.1.8 Collaboratively prepare and present selected theme-based artwork for display and formulate exhibition narratives for the viewer. |
| 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. | M.CL.G1.A Actively contribute to group discussions by adding new questions and extending the conversation to help others better understand the concept. | 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. | MU:Pr4.1.8 Develop and apply individually developed criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, improvisations and stylistically-appropriate accompaniments in a variety of contrasting styles. |
| 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. | M.CT.S3.A With support, analyze similarities and differences in information with an awareness of authority, accuracy, and relevancy from collaboratively constructed information sites. | TH:Cn10.1.8 Examine a community issue through multiple perspectives in a drama/theatre work. | TH:Cn10.1.8 Examine a community issue through multiple perspectives in theatrical work. |
| 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. | KY.RI.8.7 Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas. | MA:Cn10.1.8b Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events. | MA:Cn10.1.8.b Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences. |