



NEW CALIFORNIA ARTS STANDARDS

DANCE:

8.DA:Cr1a. Implement movement from a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.

8.DA:Re7a. Describe, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent.

8.DA:Re7b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

MEDIA ARTS:

7MA:Cr2 Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.

7MA:Cr3b. Refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

7MA:Pr6 Evaluate various presentation formats and results to improve the presentation of media artworks for personal growth.

7MA:Re7a. Describe, compare, and analyze the qualities of and relationships between the components and content in media artworks.

7MA:Re7b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

7MA:Cn10a. Access, evaluate, and use internal and external resources, such as experiences, research, and exemplary works, to inform the creation of media artworks.

7MA:Cn10b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning through online environments.

MUSIC:

8.MU:Pr4.2a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

8.MU:Pr4.2c. Identify how personal, social, cultural, and historical context inform performances and result in different music interpretations.

8.MU:Pr4.3 Perform contrasting pieces of music, demonstrating and explaining how the music's intent is conveyed by interpretations of the elements of music and expressive qualities (such as articulation/style and phrasing).

8.MU:Cn10 Examine and demonstrate how personal interests, knowledge, and ideas relate to choices and intent when creating, performing, and responding to Music.



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THEATRE:

- 6.TH:Cr1b Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- 6.TH:Cr2a Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.
- 6.TH:Cr2b Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.
- 6.TH:Cr3a Receive and incorporate feedback to refine a devised or scripted drama/theatre work.
- 6.TH:Cr3b Identify effective physical and vocal traits of characters in a drama/theatre work.
- 6.TH:Pr4b Experiment with various physical choices to communicate character in a drama/theatre work.
- 6.TH:Pr6 Adapt a piece of literature and present it for an audience.
- 6.:TH:Re7 Describe and record personal reactions to artistic choices in a drama/theatre work.
- 6.TH:Re9b Identify a specific audience or purpose for a drama/theatre work.

VISUAL ARTS:

- 7VA:Cr1.1 Apply methods to overcome creative blocks.
- 7VA:Cr2.1 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- 7VA:Cr3.1 Reflect on and explain important information about personal artwork in an artist statement or another format.
- 7VA:Pr5 Based on criteria, analyze and evaluate methods for preparing, preserving, and presenting art.
- 7VA:Re7.1 Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- 7VA:Cn10 Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.
- 7VA:Cn11 Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



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California English Language Development Standards:

ELD.PI.6.1, ELD.PI.7.1, ELD.PI.8.1 Exchanging information/ideas

Emerging: Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases.

Expanding: Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.

Bridging: Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

ELD.PI.6.2, ELD.PI.7.2, ELD.PI.8.2 Interacting via written English

Emerging: Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

Expanding: Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.

Bridging: Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

ELD.PI.6.4, ELD.PI.7.4, ELD.PI.8.4 Adapting language choices

Emerging: Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).

Expanding: Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.

Bridging: Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.

ELD.PI.6.6a, ELD.PI.7.6a, ELD.PI.8.6a Reading/viewing closely

Emerging: Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.

Expanding: Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.

Bridging: Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with light support.



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ELD.PI.6.9, ELD.PI.7.9, ELD.PI.8.9 Presenting

Emerging: Plan and deliver brief informative oral presentations on concrete topics.

Expanding: Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.

Bridging: Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.

ELD.PI.6.10, ELD.PI.7.10, ELD.PI.8.10 Writing

Emerging: a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.
b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).

Expanding: a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.

b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).

Bridging: a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

ELD.PII.6.1, ELD.PII.7.1, ELD.PII.8.1 Understanding text structure

Emerging: Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.

Expanding: Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.

Bridging: Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.



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ELD.PII.6.2b, ELD.PII.7.2b, ELD.PII.8.2b Understanding cohesion

Emerging: Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending and writing brief texts.

Expanding: Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, as a result, on the other hand) to comprehending and writing texts with increasing cohesion.

Bridging: Apply basic understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, consequently) to comprehending and writing texts with increasing cohesion.

ELD.PII.6.4, ELD.PII.7.4, ELD.PII.8.4 Using nouns and noun phrases

Emerging: Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.

Expanding: Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.

Bridging: Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.

ELD.PII.6.5, ELD.PII.7.5, ELD.PII.8.5 Modifying to add details

Emerging: Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.

Expanding: Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.

Bridging: Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

ELD.PII.6.6, ELD.PII.7.6, ELD.PII.8.6 Connecting ideas

Emerging: Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so; creating complex sentences using because).

Expanding: Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).

Bridging: Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show



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the relationship between multiple events or ideas (e.g., After eating lunch, the students worked in groups while their teacher walked around the room) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim).

English Language Arts Standards:

Grade 6

RI 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI 6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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.

W 6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L 6.1: . Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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Grade 7

RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI 7.3: Analyze the interactions between individuals, events, and ideas in a text

RI 7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W 7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 7.4: . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W 7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

L 7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Grade 8

RI 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

RI 8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.



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RI 8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCR Anchor Standard for Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

W 8.2: Write informative/explanatory texts, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W 8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

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

L 8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L 8.3: . Use knowledge of language and its conventions when writing, speaking, reading, or listening

Science Standards:

In the 6th grade module, students revisit physical standards from previous grades and focus on Connections to Nature of Science and Connections to Engineering, Technology, and Applications of Science.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.



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Influence of Engineering, Technology, and Science on Society and the Natural World

- Engineers improve existing technologies or develop new ones. (4-PS3-4)
- The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-ETS1-1)

Interdependence of Science, Engineering, and Technology

- Knowledge of relevant scientific concepts and research findings is important in engineering. (4-PS4-3)

Science is a Human Endeavor

- Most scientists and engineers work in teams. (4-PS3-4)
- Science affects everyday life. (4-PS3-4)

Scientific Knowledge is Based on Empirical Evidence

- Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS3-5)

Science Standards:

MS-LS2.A.1 Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.

MS-LS2.A.2 Growth of organisms and population increases are limited by access to resources.

Science Standards:

Influence of Science, Engineering, and Technology on Society and the Natural World

All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.

California Environmental Principles & Concepts:

Principle 2 - People Influence Natural Systems

The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.