

Audience and Performer Etiquette

Audience

When attending a public performance or production, or visiting a museum, gallery, or exhibit, the following rules of common courtesy should be observed in accordance with the rules of each given venue:

- Wear appropriate attire.
- Follow rules of the facility.
- Be attentive; refrain from talking and making inappropriate noises.
- Sit and become quiet when light or sound signals are given for performances.
- Remain quiet and seated during performances. (If necessary to leave the auditorium, do so at intermissions, between acts of a play, or between musical selections.)
- Applaud appropriately at the appropriate time.
- Refrain from touching works of art or production displays unless permitted.
- Refrain from photographing or videotaping performances or exhibits due to copyright laws and respect for intellectual property and for the safety of the performers.
- Participate in all museum activities as directed by a docent or tour guide.
- Be aware of others when reviewing exhibits.
- Walk; do not run in museums, galleries, or performance halls.
- Speak quietly and avoid making loud noises in museums and galleries.
- Turn all electrical devices off or to silent mode during a performance.
- Avoid chewing gum and consuming food and drink during a performance and in an exhibition space.

Performer and Presenter

Performer and presenter behavior begins before entering the venue and continues until the presentation has ended. Tradition and heritage designate the appropriate manner for specialty groups to present their performances.

Developmental Characteristics

Educators should consider the stages of human development when designing instruction in the arts. Students in Grades K – 2 are naturally creative, imaginative, and inquisitive, and their gateway to learning is through multi-sensory stimuli. The environment should include a combination of free play and guided instruction as students advance communication skills, develop the ability to cooperate, and explore other cultures. Emphasis is on gaining fundamental knowledge and basic skills through exploration and process-oriented instruction.

K-2			
Physical	Intellectual	Social	Emotional
<ul style="list-style-type: none"> • Great value in free play • Develop hand-eye coordination • Gross to fine motor skills • Inherent need to move • Need multi-sensory stimuli • Lack of core strength and refined gross/fine development 	<ul style="list-style-type: none"> • Eager to learn • Naturally inquisitive • Imaginative/ divergent thinking • Understand by doing • Need guidance and support for new activities • Learning to differentiate reality from imagination • Gateway to their intellect is through multi-sensory stimuli 	<ul style="list-style-type: none"> • Enjoy dramatic play • Learning to cooperate • More independent • Beginning to develop a community and world view • Need individual time • Increase individual responsibilities 	<ul style="list-style-type: none"> • Thrive on praise • Need to express • Need to select some experiences for themselves • Love repetition • Need for fairness and justice • Inherent awe of the natural world

Educators should consider the stages of human development when designing instruction in the arts. Students in Grades 3-5 continue to be naturally creative, imaginative, inquisitive, and eager to learn. Students are transitioning from dependent to independent, self-guided thought and from concrete to abstract concepts. Their perception of self and others expands as they develop empathy through understanding multiple perspectives. Increased literacy drives student eagerness to develop and express original ideas. The environment facilitates responsible growth in learning and encourages artistic literacy as students work both individually and in groups. Students in Grades 3-5 build on the fundamental knowledge and skills learned during the K-2 years through deeper exposure to the artistic processes in creating, performing, responding, and connecting to artistic work.

3-5			
Physical	Intellectual	Social	Emotional
<ul style="list-style-type: none"> • Enjoy physical activities that master skills/competitive games • High activity level • Improved fine and gross motor skills • Need free play and structured activities • Increasing strength, agility 	<ul style="list-style-type: none"> • Inquisitive, curious, and creative • Moving from dependent to independent thought process • Moving from concrete to abstract • Enjoy problem-solving • Understand multiple perspectives • Continued need for multi-sensory stimuli • Increased literacy across content areas including reading and math 	<ul style="list-style-type: none"> • Need to belong to peer group • Transitioning to self-guided activities • Can be daring and competitive • Possess a rigid sense of right and wrong • Developing empathy • Form close one-on-one relationships 	<ul style="list-style-type: none"> • Anxious to grow up • Self-conscious of abilities • Developing ownership of ideas and have a strong desire to feel successful • Use language to express feelings • Intensely loyal to friends/peer groups

Educators should consider the stages of human development when designing instruction in the arts. The middle grades (6-8) represent the bridge between elementary and secondary education. Students experience a transition in both physical and emotional growth characterized by an ability to engage with more complex and abstract thoughts. Middle grades students may have short attention spans but are able to focus on a topic of interest for an extended period. Learning is framed within an active, structured, and stimulating environment that allows for flexibility and student choice as well as multiple outlets for self-expression. Building on the foundations and skills established in Grades K-5, students in Grades 6-8 are refining and developing artistic knowledge and skills while creating, performing, responding, and connecting through a variety of artistic processes and products.

6-8			
Physical	Intellectual	Social	Emotional
<ul style="list-style-type: none"> • Rapid physical growth • High energy levels but tend to tire easily • Differ greatly in maturation 	<ul style="list-style-type: none"> • Capable of complex abstract thinking • Analytical and introspective • Thoughts and actions characterized by contradictions • Need time and freedom to engage in self-reflection 	<ul style="list-style-type: none"> • Intense peer group relationships • Critical of parents and authority • Need boundaries and limitations to reinforce positive behavior • Searching for adult identity • Have a strong sense of fairness in human relationships • Capable of developing empathy with increasingly diverse perspectives 	<ul style="list-style-type: none"> • Erratic changes in emotion • Air of confidence in contrast to periods of anxiety and fear • Need for a secure environment • Prone to extreme reactions to stress • Need expressive outlets • Lack self-esteem

Educators should consider the stages of human development when designing instruction in the arts. Students in Grades 9-12 thrive on the challenges of increased academic rigor leading to advanced knowledge, skills, and artistic processes in preparation for college or career. By exploring connections to other disciplines, content standards guide students to artistic literacy – to think, know, create, and problem solve. Students find the high school arts program to be one in which they are encouraged to develop their talents, abilities, and skills in order to find personal satisfaction in creating, performing, responding, and connecting to a variety of artistic processes and products.

9-12			
Physical	Intellectual	Social	Emotional
<ul style="list-style-type: none"> • Continued physical development • Ability to strengthen and condition • Developed sense of physical self-identify/image 	<ul style="list-style-type: none"> • Greater capacity for critical thinking • Differ greatly in intellectual maturity • Motivated internally and externally • Able to develop personal and professional goals 	<ul style="list-style-type: none"> • More self-directed work habits • Desire adult leadership roles and autonomy in planning • Increased independence from family • Social relationships increase in importance 	<ul style="list-style-type: none"> • Deeper capacity for caring and sharing for developing relationships • Inherent need for self-expression

Dance

Anchor Standards, Enduring Understandings (EUs), and Essential Questions (EQs)

CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
	Explore Generate and conceptualize artistic ideas and work.	EU: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
		EQ: Where do choreographers get ideas for dances?
	Anchor Standard 2: Organize and develop artistic ideas and work.	
	Plan Organize and develop artistic ideas and work.	EU: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
		EQ: What influences choice-making in creating choreography?
	Anchor Standard 3: Refine and complete artistic work.	
Revise Refine and complete artistic work.	EU: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	
	EQ: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?	
PERFORMING	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
	Express Generate and conceptualize artistic ideas and work.	EU: Space, time, and energy are basic elements of dance.
		EQ: How do dancers work with space, time, and energy to communicate artistic expression?
	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
	Embody Develop and refine artistic techniques and work for presentation.	EU: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
EQ: What must a dancer do to prepare the mind and body for artistic expression?		
Anchor Standard 6: Convey meaning through the presentation of artistic work.		

	<p>Present Convey meaning through the presentation of artistic work.</p>	<p>EU: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p>
		<p>EQ: How does a dancer heighten artistry in a public performance?</p>
RESPONDING	<p>Anchor Standard 7: Perceive and analyze artistic work.</p>	
	<p>Analyze Perceive and analyze artistic work</p>	<p>EU: Perceive and analyze artistic work</p>
		<p>EQ: How is dance understood?</p>
	<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	
	<p>Interpret Interpret intent and meaning in artistic work.</p>	<p>EU: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of body, elements of dance, dance technique, dance structure, and context.</p>
		<p>EQ: How is dance interpreted?</p>
	<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	
	<p>Critique Apply criteria to evaluate artistic work</p>	<p>EU: Criteria for evaluating dance vary across genres, styles, and cultures.</p>
		<p>EQ: What criteria are used to evaluate dance?</p>
CONNECTING	<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>	
	<p>Synthesize Synthesize and relate knowledge and personal experiences to make art.</p>	<p>EU: As dance is experienced, all personal experiences, knowledge, and context are integrated and synthesized to interpret meaning.</p>
		<p>EQ: How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>
	<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	
		<p>EU: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical</p>

	Relate	and community contexts.
	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	EQ: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Elements of Dance, Dance Structures and Devices

ELEMENTS OF DANCE

Adapted from *Creative Dance for all Ages* by Anne Green Gilbert

THE CONCEPT OF SPACE

Place	self-space/ <u>general space</u>
Size	big/small, far reach/near reach
Level	high/low
Direction	forward/backward, right/left, up/down
Pathway	curved/straight/zigzag
Focus	single focus/multi focus

THE CONCEPT OF TIME

Speed	fast/slow
<u>Rhythm</u>	pulse/pattern/breath

THE CONCEPT OF FORCE

Energy	sharp (sudden)/smooth (sustained)
Weight	strong/light
Flow	free/bound

THE CONCEPT OF BODY

Parts	head, neck, arms, wrists, elbows, hands, fingers, pelvis, spine, trunk, legs, knees, feet, toes, ankles, heels, shoulders
Shapes	curved/straight, angular/twisted, symmetrical/asymmetrical
Relationships	body parts to body to parts, individual to groups, body parts to objects, individual and groups to objects, near/far, meeting/parting, alone/connected, mirroring/shadowing, unison/contract, over/under, above/below, around/through, beside/between, on/off, gathering/scattering, in/out

Locomotor walk, run, jump, hop, leap, gallop, slide, skip, crawl, roll, step-hop, waltz, run, schottische, two-step, grapevine, jog, prance, slither, creep

Non-locomotor bend, twist, stretch, swing, push, pull, fall, melt, sway, turn, spin, dodge, kick, poke, lift, carve, curl, lunge, slash, dab, punch, flick, float, glide, press, wring, shake, rise, sink, burst, wiggle

EXAMPLES OF CHOREOGRAPHIC DEVICES

Acceleration – Gradually moving faster.

Accumulation – New movements are added to existing movements in a successive manner.
For example: A, AB, ABC, ABCD.

Augmentation – Movements are made larger in space or time.

Call and response – Device for composing dance that consists of a leader reciting or dancing a phrase while performers watch and then repeat or respond.

Canon: Simple canon consists of movements introduced by one dancer repeated subsequently by other dancers. Simultaneous canon features dancers doing the same dance phrase starting at the same time with different sections. In cumulative canon, each dancer joins in with the lead dancer and all finish at the same time. For example, *Water Study* by Doris Humphrey.

Chance – Movements are chosen at random or randomly structured to create a movement sequence or dance.

Deceleration – Gradually moving slower.

Deconstruct – Selecting movements from a dance phrase, taking them apart, and putting them back together in a different order.

Embellishment – Detail is added to a move such as a hand gesture or arm movement.

Fragmentation – Performing a dance phrase in sections or manipulation of only specific section of a dance phrase

Inversion – Turning the body or action upside down or opposite

Repetition – Movements or motifs are repeated

Retrograde – Device that reverses the order of an established phrase so that it is performed backward (like a rewind video).

Transposition – Device that requires a movement originally performed in one part of the body to be performed by the whole body or different body part.

EXAMPLES OF CHOREOGRAPHIC STRUCTURES

ABA – Choreographic structure in which there is a first phrase A and second phrase B then A repeats. For example, *The Beloved* by Lester Horton.

Abstract – Does not tell a story, nor is related to symbolic contents or any kind of associations with feelings, ideas or other elements than movement itself.

Narrative – Story line or sequence of events that follow each other logically.
For example, *Swan Lake*.

Rondo – A choreographic structure (ABACAD, etc.) in which contrasting sections alternate with a recurring section

Suite – Moderate beginning, slow center, and fast ending.

Theme – Subject of a composition. Used for the central ideas of a dance work.

Theme and Variation: Choreography is presented and then repeated with changes, while still retaining enough of the theme that the original movement is recognizable. For example, *Theme and Variations* by Balanchine and *The Fugue* by Twyla Tharp.

Media Arts

Anchor Standards, Enduring Understandings (EUs), and Essential Questions (EQs)

CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
	Conceive Generate and conceptualize artistic ideas and work	EU: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.
		EQ: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	Anchor Standard 2: Organize and develop artistic ideas and work.	
	Develop Organize and develop artistic ideas and work.	EU: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.
		EQ: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
Anchor Standard 3: Refine and complete artistic work.		
Construct Refine and complete artistic work.	EU: The forming, integration, and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artwork.	
	EQ: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?	
PRODUCING	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
	Integrate Select, analyze, and interpret artistic work for presentation.	EU: Media artists integrate various forms and contents to develop complex, unified artworks.
		EQ: How are complex media arts experiences constructed?
	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
Practice Develop and refine artistic techniques and work for presentation.	EU: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	
	EQ: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	

	Anchor Standard 6: Convey meaning through the presentation of artistic work.	
	<p>Present Convey meaning through the presentation of artistic work.</p>	<p>EU: Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p>EQ: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?</p>
RESPONDING	Anchor Standard 7: Perceive and analyze artistic work.	
	<p>Perceive Perceive and analyze artistic work.</p>	<p>EU: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.</p> <p>EQ: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experiences?</p>
	Anchor Standard 8: Interpret intent and meaning in artistic work.	
	<p>Interpret Interpret intent and meaning in artistic work.</p>	<p>EU: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.</p> <p>EQ: How do people relate to and interpret media artworks?</p>
	Anchor Standard 9: Apply criteria to evaluate artistic work.	
	<p>Evaluate Apply criteria to evaluate artistic work.</p>	<p>EU: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.</p> <p>EQ: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?</p>
CONNECTING	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
	<p>Synthesize Synthesize and relate knowledge and personal experiences to make art.</p>	<p>EU: Media artworks synthesize meaning and form cultural experience.</p> <p>EQ: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?</p>

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
	<p>Relate</p> <p><i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>EU: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.</p>
		<p>EQ: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>

MUSIC

Anchor Standards, Enduring Understandings (EUs), and Essential Questions (EQs)

CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
	Imagine Generate and conceptualize artistic ideas and work	EU: How do musicians generate creative ideas?
		EQ: How do musicians make creative decisions?
	Anchor Standard 2: Organize and develop artistic ideas and work.	
	Plan and Make Select and develop musical ideas for defined purposes and contexts.	EU: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
		EQ: How do musicians make creative decisions?
	Anchor Standard 3: Refine and complete artistic work.	
	Evaluate and Refine Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	EU: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
		EQ: How do musicians improve the quality of their creative work?
	Present Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	EU: Musicians' presentation of creative work is the culmination of a process of creation and communication.
EQ: When is creative work ready to share?		
PERFORMING	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
	Select Select varied musical works to present based on interest, knowledge, technical skill, and context.	EU: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
		EQ: How do performers select repertoire?
	Analyze Analyze the structure and context of varied musical works and their implications for performance.	EU: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
		EQ: How does understanding the structure and context of musical works inform performance?
	Interpret Develop personal interpretations that consider creators' intent.	EU: Performers make interpretive decisions based on their understanding of context and expressive intent.
		EQ: How do performers interpret musical works?

	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
	Rehearse, Evaluate, and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	EU: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
		EQ: How do musicians improve the quality of their performance?
	Anchor Standard 6: Convey meaning through the presentation of artistic work.	
		EU: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
		EQ: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
RESPONDING	Anchor Standard 7: Perceive and analyze artistic work.	
	Select Choose music appropriate for a specific purpose or context.	EU: Individuals' selection of musical works is influenced by their interest, experiences, understandings, and purposes.
		EQ: How do individuals choose music to experience?
	Analyze Analyze how the structure and context of varied musical works inform the response.	EU: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
		EQ: How does understanding the structure and context of music inform a response?
	Anchor Standard 8: Interpret intent and meaning in artistic work.	
	Interpret Support interpretations of musical works that reflect creators'/performers' expressive intent.	EU: Through their use of elements and structure of music, creators and performers provide clues to their expressive intent.
		EQ: How do we discern musical creators' and performers' expressive intent?
	Anchor Standard 9: Apply criteria to evaluate artistic work.	
	Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	EU: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
EQ: How do we judge the quality of musical work(s) and performance(s)?		

CONNECTING	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
	Connect Synthesize and relate knowledge and personal experiences to make music.	EU: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
		EQ: How do musicians make meaningful connections to creating, performing, and responding?
	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
Connect Relate musical ideas and works to varied contexts and daily life to deepen understanding.	EU: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	
	EQ: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	

Theatre

Anchor Standards, Enduring Understandings (EUs), and Essential Questions (EQs)

CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
	Envision/Conceptualize Generate and conceptualize artistic ideas and work	EU: Theatre Artists rely on intuition, curiosity and critical inquiry.
		EQ: What happens when Theatre artists use their imagination and/or learned theatre skills while engaging in creative exploration and inquiry?
	Anchor Standard 2: Organize and develop artistic ideas and work.	
	Develop Organize and develop artistic ideas and work.	EU: Theatre artists work to discover different ways of communicating meaning.
		EQ: How, when, and why do theatre artists' choices change?
	Anchor Standard 3: Refine and complete artistic work.	
	Rehearse Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation	EU: Theatre artists refine their work and practice their craft through rehearsal.
		EQ: How do theatre artists transform and edit their initial ideas?
PERFORMING	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
	Select Select, analyze, and interpret artistic work for presentation.	EU: Theatre artists make strong choices to effectively convey meaning.
		EQ: Why are strong choices essential to interpreting a drama or theatre piece?
	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
	Prepare Develop and refine artistic techniques and work for presentation.	EU: Theatre artists develop personal processes and skills for a performance or design.
		EQ: What can I do to fully prepare a performance or technical design?
	Anchor Standard 6: Convey meaning through the presentation of artistic work.	
	Present Convey meaning through the presentation of artistic work.	EU: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
		EQ: What happens when theatre artists and audiences share a creative experience?

RESPONDING	Anchor Standard 7: Perceive and analyze artistic work.	
	Reflect Perceive and analyze artistic work.	EU: Theatre artists reflect to understand the impact of drama processes and theatre experiences. EQ: How do theatre artists comprehend the essence of drama processes and theatre experiences?
	Anchor Standard 8: Interpret intent and meaning in artistic work.	
	Interpret Interpret intent and meaning in artistic work.	EU: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. EQ: How can the same work of art communicate different messages to different people?
	Anchor Standard 9: Apply criteria to evaluate artistic work.	
	Evaluate Apply criteria to evaluate artistic work.	EU: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. EQ: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
CONNECTING	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
	Empathize Synthesize and relate knowledge and personal experiences to make art.	EU: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. EQ: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
	Interrelate Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	EU: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. EQ: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

	<p>Research</p> <p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<p>EU: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p>
		<p>EQ: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>

Visual Arts

Anchor Standards, Enduring Understandings (EUs), and Essential Questions (EQs)

CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
	Investigate Plan Make Generate and conceptualize artistic ideas and work.	EU: Creativity and innovative thinking are essential life skills that can be developed.
		EQ: What conditions, attitudes, and behaviors support creativity and innovative thinking?
		EQ: What factors prevent or encourage people to take creative risks?
		EQ: How does collaboration expand the creative process?
		EU: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
		EQ: How does knowing the contexts, histories, and traditions of art forms help create works of art and design?
		EQ: Why do artists follow or break from established traditions?
	EQ: How do artists determine what resources and criteria are needed to formulate artistic investigations?	
	Anchor Standard 2: Organize and develop artistic ideas and work.	
	Investigate Organize and develop artistic ideas and work.	Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.
		Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
		People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
Anchor Standard 3: Refine and complete artistic work.		
Reflect Refine Continue Refine and complete artistic work.	Artists and designers develop excellence through practice and constrictive critique, reflecting on, revising, and refining work over time.	

Presenting	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
	Select Select, analyze, and interpret artistic work for presentation.	EU: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
		EQ: How are artworks cared for and by whom?
		EQ: What criteria, methods, and processes are used to select work for preservation or presentation?
		EQ: Why do people value objects, artifacts, and artworks, and select them for presentation?
	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
	Analyze Develop and refine artistic techniques and work for presentation.	EU: Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.
		EQ: What methods and processes are considered when preparing artwork for presentation or preservation?
		EQ: How does refining artwork affect its meaning to the viewer?
		EQ: What criteria are considered when selecting work for presentation, a portfolio, or a collection?
	Anchor Standard 6: Convey meaning through the presentation of artistic work.	
	Share Convey meaning through the presentation of artistic work.	EU: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
		EQ: What is an art museum, commercial, non-profit gallery space, and university gallery space?
EQ: How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?		
EQ: How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?		
RESPONDING	Perceive Perceive and analyze artistic work.	EU: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
		EQ: How do life experiences affect the way you relate to art?
		EQ: How does learning about art impact how we perceive the world?
		EQ: What can we learn from our responses to art?
		EU: Visual imagery influences understanding of and responses to the world.
		EQ: Where and how do we encounter images in our world?

		EQ: How do images influences our views of the world?
	<p>Analyze Interpret intent and meaning in artistic work.</p>	EU: People gain insights into meanings of artworks by engaging in the process of art criticism.
		EQ: What is the value of engaging in the process of art criticism?
		EQ: How can the viewer “read” a work of art as text?
		EQ: How does knowing and using visual arts vocabularies help us understand and interpret works of art?
	<p>Interpret Apply criteria to evaluate artistic work.</p>	EU: People evaluate art based on various criteria.
		EQ: How does one determine criteria to evaluate a work of art?
		EQ: How and why might criteria vary?
		EQ: How is a personal preference different from an evaluation?
	Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
<p>Synthesize Synthesize and relate knowledge and personal experiences to make artistic work.</p>		EU: Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
		EQ: How does engaging in creating art enrich people’s lives?
		EQ: How does making art attune people to their surroundings?
		EQ: How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
<p>Relate Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>		EU: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
		EQ: How does art help us understand the lives of people of different times, places, and cultures?
		EQ: How is art used to impact the views of a society?
		EQ: How does art preserve aspects of life?

LITERACY STANDARDS FOR GRADES 6-12: HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

College and Career Readiness Anchor Standards for Reading

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*See College and Career Readiness Anchor Standards for Writing, “Research to Build and Present Knowledge,” for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at Grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
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.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate visual information (e.g., in charts).	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.	10. By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently.	10. By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 6-8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 9-10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 11-12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.	10. By the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.	10. By the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

*These broad types of writing include many subgenres.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

The standards below begin at Grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college- and career-readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Text Types and Purposes		
<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. 	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical
Subjects 6-12
(Continued)

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Text Types and Purposes (continued)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical
Subjects 6-12
(Continued)

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.

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MOUNTAIN BROOK HIGH SCHOOL GRADUATION REQUIREMENTS

Standard Diploma

Beginning with the class of 2017, in order to earn an Alabama High School Diploma from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:

Standard Diploma		
Beginning with the class of 2017, in order to earn an Alabama High School Diploma from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:		
English Language Arts	Four credits to include the equivalent of:	Credits
	English 9	1
	English 10	1
	English 11	1
	English 12	1
English Language Arts Total Credits		4
Mathematics	Four credits to include the equivalent of:	Credits
	Algebra I	1 or 2
	Geometry	1
	Algebra II	1
	Additional Math Course	1
Mathematics Total Credits		4
Science	Four credits to include the equivalent of:	Credits
	Biology	1
	A Physical Science Course	1
	Additional Science Courses	2
Science Total Credits		4
Social Studies	Four credits to include the equivalent of:	Credits
	World History	1
	United States History	2
	Government	0.5
	Economics	0.5
Social Studies Total Credits		4
Physical Education		1
Health Education		0.5
Career Preparedness		1
Career Technical Course, Fine Arts, or Foreign Language*		3
Electives		2.5
Total Credits		24

*Three courses must be from Career Technical Education, Fine Arts, or Foreign Language, either all from one area or any combination of the three.

MOUNTAIN BROOK HIGH SCHOOL GRADUATION REQUIREMENTS

Advanced Diploma

Beginning with the class of 2017, in order to earn an Advanced Alabama High School Diploma from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:

Advanced Diploma		
Beginning with the class of 2017, in order to earn an Advanced Alabama High School Diploma from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:		
English Language Arts	Four credits to include the equivalent of:	Credits
	English 9	1
	English 10	1
	English 11	1
	English 12	1
English Language Arts Total Credits		4
Mathematics	Four credits to include the equivalent of:	Credits
	Algebra I	1
	Geometry	1
	Algebra II with Trigonometry	1
	Additional Math Course	1
Mathematics Total Credits		4
Science	Four credits to include the equivalent of:	Credits
	Biology	1
	Chemistry or Physics	1
	Additional Life and/or Physical Science Courses (1 credit at a higher level)	2
Science Total Credits		4
Social Studies	Four credits to include the equivalent of:	Credits
	World History	1
	United States History	2
	Government	0.5
	Economics	0.5
Social Studies Total Credits		4
Physical Education		1
Health Education		0.5
Fine Arts		1
Career Preparedness		1
Career Technical Course, Fine Arts, or Foreign Language		1
Foreign Language**		2
Electives		2.5
Total Credits		25

**Two Foreign Language credits must be consecutive in the same language.

MOUNTAIN BROOK HIGH SCHOOL GRADUATION REQUIREMENTS

Advanced Diploma with Honors

Beginning with the class of 2017, in order to earn an Advanced Alabama High School Diploma with Honors from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:

Advanced Diploma with Honors		
Beginning with the class of 2017, in order to earn an Advanced Alabama High School Diploma with Honors from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:		
Four credits to include the equivalent of:		Credits
English Language Arts	English 9	1
	English 10	1
	English 11	1
	English 12	1
English Language Arts Total Credits		4
Four credits to include the equivalent of:		Credits
Mathematics	Algebra I	1
	Geometry	1
	Algebra II with Trigonometry	1
	Pre-Calculus or Equivalent	1
Mathematics Total Credits		4
Four credits to include the equivalent of:		Credits
Science	Biology	1
	Chemistry or Physics	1
	Additional Life and/or Physical Science Courses (2 credits at a higher level)	2
Science Total Credits		4
Four credits to include the equivalent of:		Credits
Social Studies	World History	1
	United States History	2
	Government	0.5
	Economics	0.5
Social Studies Total Credits		4
Physical Education		1
Health Education		0.5
Fine Arts		1
Career Preparedness		1
Career Technical Course, Fine Arts, or Foreign Language		1
Foreign Language**		3
Electives		2.5
Total Credits		26

**Three Foreign Language credits must be consecutive in the same language.