The Pennsylvania Career Ready Skills Continuum Aligned to PA Arts and Humanities Standards

PA Carcer Ready Skills9.19.29.39.4StandardManaging Emotions and BehaviorPre-K-K: Recognize and label basic feelings9.1.3.E9.3.3.D9.4.3.A9.1.3.E Demonstrate the ability to define objects, express illustrate an action or relate an experience through creat the arts.Pre-K-K: Recognize and label basic feelings9.1.3.E9.3.3.E9.4.3.A9.1.3.E Demonstrate the ability to define objects, express illustrate an action or relate an experience through creat the arts.A. Self-Awareness and Self -Management Recognize and regulate emotionsA. Self-Awareness and Self -Management9.1.5.E9.3.5.D9.4.3.A9.1.3.E Recognize and humanities (e.g., "Can artworks that depi ugly or unpleasant things ever be beautiful?"). 9.3.3.E Recognize and regulate emotions9.1.5.E9.3.5.D9.4.3.A9.1.5.E Now how to respond to a philosophical stateme in the arts and humanities. • Contextual criticismRelated Employability Skills: Respect, Dependability & Relability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing9.1.5.E9.3.5.D9.4.5.A9.1.5.E Know and demonstrate how arts can communica stories or emotions through the production of works in the arts and humanities based on a set of guidelines usit communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing9.1.5.E9.3.5.D9.4.5.A9.1.5.E Know and demonstrate how arts can communica stories or emotions through the production of works in the arts and humanities based on a set of guidelines usit <th>7.23.1</th>	7.23.1
Pre-K-K: Recognize and label basic feelings9.1.3.E9.4.3.A9.1.3.E9.4.3.A9.3.3.E9.4.3.C9.4.3.C9.1.3.E Demonstrate the ability to define objects, express the arts. 9.3.3.E9.4.3.C9.3.3.E9.3.3.E9.4.3.C9.4.3.C9.1.3.E Demonstrate the ability to define objects, express 	
basic feelingsbasic feelings9.3.3.E9.4.3.Cillustrate an action or relate an experience through creating in the arts.A. Self-Awareness and Self-Awareness and Self-Awareness and Self-Awareness and Recognize and regulate emotions9.4.3.E9.4.3.Cillustrate an action or relate an experience through creating in the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of the arts and humanities (e.g., "Can artworks that depines of articles are approximate of the arts and humanities (e.g., "Can artworks that depines of articles are approximate of the arts and humanities (e.g., "Can artworks that depines of articles are approximate of the arts and humanities (e.g., "Can artworks that the environment of the observer individual aesthetic response to works in the arts (e.g., "Like arts and humanities (e.g., "Like arts and humanities (e	
A. Self-Awareness and Self -Management Recognize and regulate emotionsSelf -Management Recognize and regulate emotions9.3.5.LSelf -Management (Self -Management) (Self -Management)Self -Management (Self -Management) (Self -Management)Self -Management (Self -Manageme	
A. Self-Awareness and Self -Management Recognize and regulate emotionsSelf -Management Recognize and regulate emotionsSelf -Management (Formal criticism)Self -Management (Formal criticism)Se	on of works in
A. Self-Awareness and Self -Management Recognize and regulate emotions9.4.3. A Know how to respond to a philosophical statement in the arts and humanities (e.g., "Can artworks that depin ugly or unpleasant things ever be beautiful?"). 9.3.2. ERecognize and identify types of critical analysis in humanities.A. Self-Awareness and Self -Management Recognize and regulate emotions<	-
A. Self-Awareness and Self -Management Recognize and regulate emotions9.3.3.E Recognize and identify types of critical analysis in humanities.Related Employability Skills: Respect, Dependability, Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & OrganizingGr 1-5: Identify different ways of expressing a feeling9.1.5.E9.3.5.D9.4.5.A9.1.5.E Know and demonstrate how arts can communicat stories or emotions through the production of works in the 9.3.5.E9.1.5.E9.3.5.E9.4.5.C9.4.5.C9.3.5.D9.4.5.C9.3.5.E9.4.5.C9.3.5.E9.4.5.C9.3.5.E9.3.5.E9.3.5.E9.4.5.C9.4.5.C9.3.5.E9.4.5.C9.3.5.E9.3.5.E9.4.5.C9.4.5.C9.4.5.C9.3.5.E9.4.5.C9.3.5.E0.5.E. Compare similar and contrasting important aspe the arts and humanities based on a set of guidelines usir comprehensive vocabulary of critical analysis in the art humanities.9.3.5.E0.5.E. Describe and use types of critical analysis in the art humanities.9.3.5.E0.5.E Describe and use types of critical analysis in the art humanities.0.5.E. Dostratual criticism intuitive criticism0.5.E<	
Self -Management Recognize and regulate emotions Promal criticism Belated Employability Skills: Respect, Gr 1-5: Identify different ways of expressing a feeling 9.1.5.E 9.3.5.D 9.4.5.C Self -Management Related Employability & Skills: Respect, Gr 1-5: Identify different ways of expressing a feeling 9.1.5.E 9.3.5.D 9.4.5.C Self -Management emotions Gr 1-5: Identify different ways of expressing a feeling 9.1.5.E 9.3.5.D 9.4.5.C Summers Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing Gr 1-5: Identify different ways of expressing a feeling 9.1.5.E 9.3.5.E 9.4.5.C Summers Logic Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing Gr 1-5: Identify different ways of expressing a feeling 9.1.5.E 9.3.5.E 9.4.5.C Summers Planning & Organizing Gr 1-5: Identify different ways of expressing a feeling 9.3.5.E 9.4.5.C 9.3.5.E 9.4.5.C Summers Planning & Organizing Gr 1-5: Identify different ways of expressing a feeling 9.3.5.E 9.4.5.C 9.3.5.E 9.3.5.E 9.4.5.C Summers Planning & Organizing Gr 1-5: Identify diffe	the arts and
Self -Management Recognize and regulate emotions Point - 5: Identify different ways of expressing a feeling Image: speed to be and the production of the observer individual aesthetic responses to works in the arts (e.g., live music as opposed to listening to the same piece on a stories or emotions through the production of works in th 9.3.5.E Gr 1-5: Identify different ways Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing Gr 1-5: Identify different ways of expressing a feeling 9.1.5.E 9.3.5.D 9.4.5.C 9.1.5.E Know and demonstrate how arts can communicate stories or emotions through the production of works in the 9.3.5.D Compare similar and contrasting important aspect the arts and humanities based on a set of guidelines using comprehensive vocabulary of critical response. 9.3.5.E Describe and use types of critical analysis in the at humanities. Planning & Organizing Planning & Organizing Initiative, response Initiative, response Planning & Organizing Initiative, response Initiative, response Initiative, response Planning & Organizing Initiative, response Initiative, response Initiative, response	
Recognize and regulate emotionsImage: constraint of the observer individual assthetic responses to works in the arts (e.g., live music as opposed to listening to the same piece on a set of expressing a feelingImage: constraint of the observer individual assthetic responses to works in the arts (e.g., live music as opposed to listening to the same piece on a stories or emotions through the production of works in the arts can communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & OrganizingImage: constraint of the observer stories or emotions through the production of works in the arts can communication of expressing a feelingImage: constraint of the observer individual assthetic responses to works in the arts (e.g., live music as opposed to listening to the same piece on a stories or emotions through the production of works in the of expressing a feelingProfessionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & OrganizingImage: constraint of the observer stories or emotions through the production of works in the and the arts and humanities. Image: constraint of contextual criticism Image: contextual criticism Image: contextual criticism Image: contextual criticism Image: contextual criticism Image: contextual criticism	
emotions Related Employability Skills: Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & OrganizingGr 1-5: Identify different ways of expressing a feeling9.1.5.E P.1.5.E9.3.5.D P.1.5.E9.4.5.A P.3.5.E9.4.5.A P.3.5.E9.4.5.CBusiness Fundamentals, Adaptability, Initiative, Planning & OrganizingGr 1-5: Identify different ways of expressing a feeling9.1.5.E P.1.5.E9.3.5.E P.1.5.E9.4.5.C9.4.5.C9.1.5.E Know and demonstrate how arts can communication of works in the p.3.5.D Compare similar and contrasting important aspect the arts and humanities based on a set of guidelines using comprehensive vocabulary of critical response. P.3.5.E Describe and use types of critical analysis in the arts humanities. P.3.5.E Describe and use types of critical analysis in the arts intuitive criticism P.3.5.E Describe and use types of critical analysis in the arts humanities. P.3.5.E Describe and use types of critical analysis in the arts P.3.5.E Describe and use types of critical analysis in the arts humanities. P.3.5.E Describe and use types of critical analysis in the arts humanities. P.3.5.E Describe and use types of critical analysis in the arts humanities. P.3.5.E Describe and use types of critical analysis in the arts P.3.5.E Describe and use types of critical analysis in the arts humanities. P.3.5.E Describe and use types of critical analysis in the arts humanities. P.3.5.E Describe and use types of critical analysis in the arts humanities. P.3.5.E Describe and use types of critical analysis in the arts humanities. P.3.5.E Describe and use types of critical analysis in the arts humanities. P.3.5.E Descri	
Related Employability Skills: Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & OrganizingGr 1-5: Identify different ways 9.1.5.E9.1.5.E 9.3.5.E9.4.5.A 9.3.5.E9.1.5.E 9.3.5.E9.4.5.A 9.3.5.E9.1.5.E 9.3.5.E9.3.5.D 9.3.5.EBusiness Fundamentals, Adaptability, Initiative, Planning & OrganizingGr 1-5: Identify different ways of expressing a feeling9.1.5.E 9.1.5.E9.3.5.L 9.3.5.E9.4.5.C 9.3.5.E9.4.5.C 9.3.5.E9.3.5.D compare similar and contrasting important aspective to comprehensive vocabulary of critical response. 9.3.5.E Describe and use types of critical analysis in the arb humanities. • Contextual criticism • Intuitive criticism	ofluences
Skills: Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & OrganizingGr 1-5: Identify different ways of expressing a feeling9.1.5.E9.3.5.D9.4.5.A9.1.5.E Know and demonstrate how arts can communication stories or emotions through the production of works in the 9.3.5.ESusiness Fundamentals, Adaptability, Initiative, Planning & OrganizingGr 1-5: Identify different ways of expressing a feeling9.1.5.E9.3.5.E9.4.5.C9.4.5.C9.3.5.D Compare similar and contrasting important aspective the arts and humanities based on a set of guidelines using comprehensive vocabulary of critical response. 9.3.5.E Describe and use types of critical analysis in the at humanities. E Contextual criticism E Formal criticism E Intuitive criticism	
Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & OrganizingGr 1-5: Identify different ways of expressing a feeling9.1.5.E9.4.5.A 9.3.5.E9.1.5.E Know and demonstrate how arts can communication stories or emotions through the production of works in the 9.3.5.EBusiness Fundamentals, Adaptability, Initiative, Planning & OrganizingGr 1-5: Identify different ways of expressing a feeling9.1.5.E9.4.5.A 9.3.5.E9.4.5.A 9.3.5.E9.1.5.E Know and demonstrate how arts can communication stories or emotions through the production of works in the planning & OrganizingDependability, Initiative, Planning & Organizing9.1.5.E9.1.5.E9.4.5.C9.4.5.C9.1.5.E Know and demonstrate how arts can communication stories or emotions through the production of works in the planning & OrganizingDependability, Initiative, Planning & OrganizingPlanning & Organizing9.1.5.E9.3.5.E9.4.5.C9.4.5.CDependence Business Fundamentals, Adaptability, Initiative, Planning & OrganizingPlanning & Organizing9.1.5.E9.3.5.E9.4.5.CDependence Business Fundamentals, Adaptability, Initiative, Planning & OrganizingPlanning & OrganizingPlanning & OrganizingPlanning & OrganizingPlanning & OrganizingPlanning & OrganizingDependence Planning & OrganizingPlanning & OrganizingPlanning & OrganizingPlanning & OrganizingPlanning & OrganizingDependence Planning & OrganizingPlanning & OrganizingPlanning & OrganizingPlanning & O	
Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizingof expressing a feeling9.3.5.E9.4.5.Cstories or emotions through the production of works in the 9.3.5.D Compare similar and contrasting important aspective the arts and humanities based on a set of guidelines using comprehensive vocabulary of critical response. 9.3.5.E Describe and use types of critical analysis in the at humanities. 	
Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing Planning & Organizing Planning & Organizing	
Professionalism, the arts and humanities based on a set of guidelines usin Teamwork, Integrity, susiness Fundamentals, Business Fundamentals, 9.3.5.E Describe and use types of critical analysis in the a humanities. Planning & Organizing Contextual criticism Image: Contextual criticism Image: Contextual criticism Image: Context criticism Image: Context criticism	
Teamwork, Integrity, comprehensive vocabulary of critical response. Business Fundamentals, 9.3.5.E Describe and use types of critical analysis in the analysis in the analysis in the analysis. Adaptability, Initiative, Planning & Organizing Planning & Organizing Example Business Fundamentals, Example Adaptability, Initiative, Example Planning & Organizing Example Business Fundamentals, Example Business Fundamentals, Example Adaptability, Initiative, Formal criticism Example Example Business Fundamentals, Example Business Fundamentals, Example Adaptability, Initiative, Formal criticism Example Example Business Fundamentals, Example Business Fundamentals, Example Contextual criticism Example Example Intuitive criticism Example Intuitive criticism	
Business Fundamentals, Adaptability, Initiative, Planning & Organizing Planning & Organizing Business Fundamentals, Planning & Organizing Planning & Organizing Business Fundamentals, Planning & Organizing Planning & Organizing Business Fundamentals, Planning & Organizing Business Fundamentals, Planning & Organizing Business Fundamentals, Planning & Organizing Business Fundamentals, Business Fundamentals, Planning & Organizing Business Fundamentals, Planning & Organiz	, u
Adaptability, Initiative, Planning & Organizing Banning & Organizing Ban	ts and
Planning & Organizing Contextual criticism Formal criticism Intuitive criticism 	
Formal criticism Intuitive criticism	
Intuitive criticism	
9.4.5.A Identify uses of expressive symbols A. that show	hilosophical
meanings in works in the arts and humanities (e.g., Ame	-
versus Asian TV ads).	
9.4.5.C Identify the attributes of various audiences' envi	nments as
they influence individual aesthetic response (e.g., Beatle	
by the Boston Pops versus videotaped concerts from the	
Gr 6-8: Identify behavioral 9.1.8.F 9.3.8.E 9.4.8.D 9.1.8.F Explain works of others within each art form through the second se	
expressions of feelings within a performance or exhibition.	0.1
context 9.3.8.E Interpret and use various types of critical analysis	in the arts and
humanities.	
Contextual criticism	
Formal criticism	

Gr 9-12: Evaluate behaviors in relation to the impact on self and others.	9.1.12.F	9.3.12.E 9.3.12.G	9.4.12.A 9.4.12.B	 Intuitive criticism 9.4.8.D Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's Destructive Periods in Russia During Stalin's and Deniken's Leadership conveys her memories and emotions of a specific incident). 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.3.12.E Examine and evaluate various types of critical analysis of works in the arts and humanities. Contextual criticism Formal criticism Intuitive criticism 9.4.12.G Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4.12.A Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4.12.B Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).
Self-Awareness and Self-Advoca	CV.		1	
Pre-K-K: Demonstrate awareness of self and one's own preferences			9.4.3.B	9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g. works of an artist of the month).
Gr 1-5: Identify one's own strengths, needs, and preferences.			9.4.5.B	9.4.5.B Investigate and communicate multiple philosophical views about works in the arts.
Gr 6-8: Explain to others one's own strengths, needs, and preferences specific to a context			9.4.8.B	9.4.8.B Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).
Gr 9-12: Advocate for oneself in education, employment, and within the community.			9.4.12.A	9.4.12.A Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.
Coping with Adversity				
Pre-K-K: Distinguish between situations that elicit positive or negative feelings.		9.3.3.A	9.4.3.A	 9.3.3.A Recognize critical processes used in the examination of works in the arts and humanities. Compare and Contrast Analyze Interpret Form and test hypotheses Evaluate/form judgments

		9.4.3.A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or about ugly or unpleasant things ever be beautiful?").
Gr 1-5: Select coping skill strategies response to adverse situations (e.g., positive self- talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).		
Gr 6-8: Identify and select coping skills relevant to adverse situations.		
Gr 9-12: Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.		
Goal Setting		
Pre-K-K: Express a want and the means to achieve it.	9.1.3.B 9.1.3.G	 9.1.3.B Recognize, know, use and demonstrate a variety of appropriates elements and principles to produce, review and revise original works in the arts. Dance: • move • perform • read and notate dance • creat and choreograph • improvise Music: • sing • play an instrument • read and notate musi compose and arrange • improvise Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct Visual Arts: • paint • draw • craft • sculpt • print • design environment, communication, multi-media 9.1.3.G Recognize the function of rehearsals and practice sessions.
Gr 1-5: Distinguish among and set short term, mid-range, and long-term goals.	9.1.5.G	9.1.5.G Identify the function and benefits of rehearsal and practice sessions.
Gr 6-8: Identify and evaluate distractors that impact reaching one's goals.	9.1.8.G	9.1.8.G Explain the function and benefits of rehearsal and practice sessions.
Gr 9-12: Establish and pursue goals or post- secondary education, employment, and living within the community.	9.1.12.G	9.1.12.G Analyze the effect of rehearsal and practice sessions.

B. Establishing and	Relationships			
Maintaining	Pre-K-K: Interact in pro-social	9.1.3.G		9.1.3.G Recognize the function of rehearsals and practice sessions.
Relationships	ways (e.g., reciprocal			

Communicate and collaborate amongst	conversation, turn taking, sharing) with peers and adults.				
diversity	Gr 1-5: Explain ways to	9.1.5.G			9.1.5.G Identify the function and benefits of rehearsal and practice
Related Employability	establish relationships that are	0.10.0			sessions.
Skills: Problem solving,	positive and supportive of				
Decision making, Critical	others.				
Thinking, Integrity,	Gr 6-8: Explain how empathy	9.1.8.G			9.1.8.G Explain the function and benefits of rehearsal and practice
Teamwork, Adaptability,	and perspective taking foster				sessions.
Professionalism,	relationship building.				
Communication, Respect	Gr 9-12: Establish pro social	9.1.12.G			9.1.12.G Analyze the effect of rehearsal and practice sessions.
	relationships to support self				
	and others.				
	Diversity	<u> </u>			
	Pre-K-K: Identify similarities		9.3.3.F		9.3.3.F Know how to recognize and identify similar and different
	and differences between self				characteristics among works in the arts (e.g., Amish and Hawaiian
	and others.				quilts, Navaho weavings and Kente cloth from West Africa).
	Gr 1-5: Demonstrate respect		9.3.3.D		9.3.3.D Compare similar and contrasting important aspects of works in
	for the uniqueness of others.				the arts and humanities based on a set of guidelines using a
					comprehensive vocabulary of critical response.
	Gr 6-8: Interact with others			9.4.12.B	9.4.8.B Compare and contrast informed individual opinions about the
	demonstrating respect,				meaning of works in the arts to others (e.g., debate philosophical
	cooperation, and acceptance				opinions within a listserv or at an artist's website).
	Gr 9-12: Explain how you			9.4.12.A	9.4.12. A Evaluate an individual's philosophical statement on a work in
	situate yourself in a diverse				the arts and its relationship to one's own life based on knowledge and
	community.				experience.
	Expressive Communication				
	Pre-K-K: Engage in reciprocal	9.1.3.B			9.1.3.B Recognize, know, use and demonstrate a variety of appropriate
	communication with peers and				arts elements and principles to produce, review and revise original
	adults				works in the arts.
					 Dance: move perform read and notate dance create
					and choreograph • improvise
					 Music: • sing • play an instrument • read and notate music •
					compose and arrange •improvise
					 Theatre: • stage productions • read and write scripts •
					improvise • interpret a role • design sets • direct
					 Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

Gr 1-5: Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.	9.1.5.B			 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Dance: • move • perform • read and notate dance • create and choreograph • improvise Music: • sing • play an instrument • read and notate music • compose and arrange • improvise Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
Gr. 6-8: Explain how expressive communication strategies can affect others.	9.1.8.F			9.1.8.F Explain works of others within each art form through performance or exhibition.
Gr 9-12: Select expressive communication strategies specific to context.	9.1.12.D			9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).
Managing Interpersonal Conflict	<u>.</u>			
Pre-K-K: Recognize that conflict occurs and identify ways to respond.		9.3.3.A	9.4.3.A 9.4.3.B	 9.3.3.A Recognize critical processes used in the examination of works in the arts and humanities. Compare and Contrast Analyze Interpret Form and test hypotheses Evaluate/form judgments 9.4.3.A Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?"). 9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g. works of an artist of the month).
Gr 1-5: Identify multiple ways to solve conflicts and practice solving problems.		9.3.5.A	9.4.5.B	 9.3.5.A Identify critical processes in the examination of works in the arts and humanities. Compare and contrast Analyze Interpret Form and test hypotheses Evaluate/form judgments 9.4.5.B Investigate and communicate multiple philosophical views about works in the arts

		0 0 0 5		
Gr 6-8: Identify conflict		9.3.8.E	9.4.8.A	9.3.8.E Interpret and use various types of critical analysis in the arts
resolution skills to deescalate,			9.4.8.B	and humanities.
diffuse, and resolve differences				Contextual Criticism
				Formal Criticism
				Intuitive Criticism
				9.4.8.A Compare and contrast examples of group and individual
				philosophical meanings of works in the arts and humanities (e.g. group
				discussions on musical theatre versus the individual's concept of
				musical theatre).
				9.4.8.B Compare and contrast informed individual opinions about the
				meaning of works in the arts to others (e.g. debate philosophical
				opinions within a listserv or at an artist's website).
Gr 9-12: Evaluate a situation to		9.3.12.A	9.4.12.A	9.3.12.A Explain and apply the critical examination processes of works
identify skills and strategies to		9.3.12.E	9.4.12.D	in the arts and humanities
prevent and resolve conflicts.		9.3.12.E	J.4.12.D	Compare and contrast
prevent and resolve connects.		9.3.12.F		
				Analyze
				Interpret
				Form and test hypotheses
				Evaluate/form judgements
				9.3.12.E Examine and evaluate various types of critical analysis of
				works in the arts and humanities.
				Contextual criticism
				Formal criticism
				Intuitive criticism
				9.3.12.F Analyze the processes of criticism used to compare the
				meaning of a work in the arts in both its own and present time.
				9.4.12.A Evaluate an individual's philosophical statement on a work in
				the arts and its relationship to one's own life based on knowledge and
				experience.
				9.4.12.D Analyze and interpret a philosophical position identified in
				works in the arts and humanities.
	1			

C. Social Problem-Solving	Decision-Making Skills		
Skills Demonstrate empathy and respectful choice Related Employability Skills: Teamwork, Integrity,	Pre-K-K: Acknowledge the consequences of choices	9.4.3.A 9.4.3.D	 9.4.3.A Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?") 9.4.3.D Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's <i>Rodeo</i>).
Communication, Respect, Customer Focus, Critical Thinking,	Gr 1-5: Identify consequences of a decision to oneself and others prior to action.	9.4.5.B	Investigate and communicate multiple philosophical views about works in the arts.

Professionalism, Reading, Writing, Problem Solving	Gr 6-8: Make a decision-based upon anticipated consequences		9.4.8.B	9.4.8.B Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).
	Gr 9-12: Evaluate consequences from a personal and civic perspective to inform decision-making		9.4.12.A	9.4.12.A Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.
	Understanding Social Awareness			
	Pre-K-K: Identify similarities and differences of various social contexts.	9.3.3.E		 Recognize and identify types of critical analysis in the arts and humanities. Contextual criticism Formal criticism Intuitive criticism
	Gr 1-5: Identify possible behaviors and anticipate reactions in response to a specific social context.	9.3.5.E		 Describe and use types of critical analysis in the arts and humanities. Contextual criticism Formal criticism Intuitive criticism
	Gr 6-8: Distinguish among various social contexts and how they impact personal feelings.	9.3.8.E		Interpret and use various types of critical analysis in the arts and humanities Contextual criticism Formal criticism Intuitive criticism
	Gr 9-12: Situate self in any social context as a means to determine a response.	9.3.12.G		Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
	Perspective Taking	1	1	
	Pre-K-K: Recognize and respond to the feelings of others.	9.3.3.G	9.4.3.A 9.4.3.D	 9.3.3.G Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because; The movie was enjoyed for its exceptional special effects). 9.4.3.A Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?"). 9.4.3.D Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's <i>Rodeo</i>).
	Gr 1-5: Respond to others given a sense of the others' point of view.	9.3.5.G	9.4.5.D	 9.3.5.G Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse). 9.4.5.D Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy with a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's' West Side Story to communicate mood).

	0 3 8 P	0181	9.3.8.B Analyze and interpret specific characteristics of works in the
	9.3.8.6	9.4.8.B	arts within each art form (e.g., pentatonic scales in Korean and
			Indonesian music).
			9.3.8.G Compare and contrast critical positions or opinions about
			selected works in the arts and humanities (e.g., critic's review and
			comparison of Alvin Ailey's Revelations to Tchaikovsky's Swan Lake).
			9.4.8.A Compare and contrast examples of group and individual
			philosophical meanings of works in the arts and humanities (e.g., group
			discussions on musical theatre versus the individual's concept of musical theatre).
			9.4.8.B Compare and contrast informed individual opinions about the
			meaning of works in the arts to others (e.g., debate philosophical
			opinions within a listserve or at an artist's website).
al	9312D	9412A	9.3.12.D Analyze and interpret works in the arts and humanities from
	51011210		different societies using culturally specific vocabulary of critical
			response.
			9.4.12.A Evaluate an individual's philosophical statement on a work in
		J.4.12.D	the arts and its relationship to one's own life based on knowledge and
			experience.
			9.4.12.B Describe and analyze the effects that works in the arts have
			on groups, individuals and the culture (e.g., Orson Welles' 1938 radio
			broadcast, War of the Worlds).
			9.4.12.C Compare and contrast the attributes of various audiences'
			environments as they influence individual aesthetic response (e.g.,
			viewing traditional Irish dance at county fair versus the performance of
			River Dance in a concert hall).
			9.4.12.D Analyze and interpret a philosophical position identified in
		1	
	tal the	tal 9.3.12.D	ttal 9.3.12.D 9.4.12.A