

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

7.23.19

	<i>PA Career Ready Skills</i>	9.1	9.2	9.3	9.4	Standard
<p>A. Self-Awareness and Self -Management <i>Recognize and regulate emotions</i> Related Employability Skills: Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing</p>	Managing Emotions and Behavior					
	<p>Pre-K-K: Recognize and label basic feelings</p>	9.1.3.E		9.3.3.D 9.3.3.E	9.4.3.A 9.4.3.C	<p>9.1.3.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.</p> <p>9.3.3.D Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.</p> <p>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?”).</p> <p>9.3.3.E Recognize and identify types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>9.4.3.C Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).</p>
	<p>Gr 1-5: Identify different ways of expressing a feeling</p>	9.1.5.E		9.3.5.D 9.3.5.E	9.4.5.A 9.4.5.C	<p>9.1.5.E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.</p> <p>9.3.5.D Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.</p> <p>9.3.5.E Describe and use types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>9.4.5.A Identify uses of expressive symbols A. that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).</p> <p>9.4.5.C Identify the attributes of various audiences’ environments as they influence individual aesthetic response (e.g., Beatles’ music played by the Boston Pops versus videotaped concerts from the 1970s).</p>
<p>Gr 6-8: Identify behavioral expressions of feelings within a context</p>	9.1.8.F		9.3.8.E	9.4.8.D	<p>9.1.8.F Explain works of others within each art form through performance or exhibition.</p> <p>9.3.8.E Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism 	

					<ul style="list-style-type: none"> • Intuitive criticism <p>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).</p>
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	<p>9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</p> <p>9.3.12.E Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>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.</p> <p>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.</p> <p>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).</p>
Self-Awareness and Self-Advocacy					
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	<p>9.3.3.A Recognize critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • 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?”).
	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 appropriate arts elements and principles to produce, review and revise original works in the arts. <ul style="list-style-type: none"> • 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 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 Maintaining Relationships	Relationships					
	Pre-K-K: Interact in pro-social ways (e.g., reciprocal	9.1.3.G				9.1.3.G Recognize the function of rehearsals and practice sessions.

<p><i>Communicate and collaborate amongst diversity</i></p> <p>Related Employability Skills: Problem solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect</p>	conversation, turn taking, sharing) with peers and adults.						
	Gr 1-5: Explain ways to establish relationships that are positive and supportive of others.	9.1.5.G				9.1.5.G Identify the function and benefits of rehearsal and practice sessions.	
	Gr 6-8: Explain how empathy and perspective taking foster relationship building.	9.1.8.G				9.1.8.G Explain the function and benefits of rehearsal and practice sessions.	
	Gr 9-12: Establish pro social relationships to support self and others.	9.1.12.G				9.1.12.G Analyze the effect of rehearsal and practice sessions.	
	Diversity						
	Pre-K-K: Identify similarities and differences between self and others.			9.3.3.F			9.3.3.F Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).
	Gr 1-5: Demonstrate respect for the uniqueness of others.			9.3.3.D			9.3.3.D Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.
	Gr 6-8: Interact with others demonstrating respect, cooperation, and acceptance				9.4.12.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 listserv or at an artist's website).
	Gr 9-12: Explain how you situate yourself in a diverse 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.
	Expressive Communication						
Pre-K-K: Engage in reciprocal communication with peers and adults	9.1.3.B					<p>9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> • 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 	

	<p>Gr 1-5: Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.</p>	9.1.5.B			<p>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.</p> <ul style="list-style-type: none"> • 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
	<p>Gr. 6-8: Explain how expressive communication strategies can affect others.</p>	9.1.8.F			<p>9.1.8.F Explain works of others within each art form through performance or exhibition.</p>
	<p>Gr 9-12: Select expressive communication strategies specific to context.</p>	9.1.12.D			<p>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).</p>
Managing Interpersonal Conflict					
	<p>Pre-K-K: Recognize that conflict occurs and identify ways to respond.</p>		9.3.3.A	9.4.3.A 9.4.3.B	<p>9.3.3.A Recognize critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and Contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>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?”).</p> <p>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).</p>
	<p>Gr 1-5: Identify multiple ways to solve conflicts and practice solving problems.</p>		9.3.5.A	9.4.5.B	<p>9.3.5.A Identify critical processes in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>9.4.5.B Investigate and communicate multiple philosophical views about works in the arts</p>

	Gr 6-8: Identify conflict resolution skills to deescalate, diffuse, and resolve differences			9.3.8.E	9.4.8.A 9.4.8.B	9.3.8.E Interpret and use various types of critical analysis in the arts and humanities. <ul style="list-style-type: none"> 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 identify skills and strategies to prevent and resolve conflicts.			9.3.12.A 9.3.12.E 9.3.12.F	9.4.12.A 9.4.12.D	9.3.12.A Explain and apply the critical examination processes of works in the arts and humanities <ul style="list-style-type: none"> Compare and contrast 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. <ul style="list-style-type: none"> 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.

C. Social Problem-Solving Skills <i>Demonstrate empathy and respectful choice</i> Related Employability Skills: Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking,	Decision-Making Skills					
	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>).
	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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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						
	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 <i>West Side Story</i> to communicate mood).

	<p>Gr 6-8: Analyze various perspectives on a situation.</p>			<p>9.3.8.B 9.3.8.G</p>	<p>9.4.8.A 9.4.8.B</p>	<p>9.3.8.B Analyze and interpret specific characteristics of works in the 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).</p>
	<p>Gr 9-12: Evaluate how societal conventions may influence the perspectives of individuals.</p>			<p>9.3.12.D</p>	<p>9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D</p>	<p>9.3.12.D Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 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). 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 works in the arts and humanities.</p>