



## **Examples of KCAS addressed in VSA Kentucky programs and Arts and Humanities (Program Review)**

The three arts processes of creating, performing and responding to the arts, interfaced with curriculum, provide a basis for deeper understandings of subject areas. Use of the arts as teaching vehicles makes learning more accessible for diverse learners. Actually participating in activities with the hands-on learning the arts provide, students are also empowered with the accomplishment of creating something or doing something that can be preserved or observed. In the processes of creating and performing, a variety of technologies are employed, ranging from primitive technologies to cutting edge electronic digital technologies.

### **English/Language Arts**

#### Reading Standards for Literature K-5

##### Kindergartners

7. With prompting and support, describe the relationship between illustrations and the story in which they appear.

##### Grade 1

7. Use illustrations and details in a story to describe its character, setting, or events.

##### Grade 2

7. Use information gained from illustrations and works in a print or digital text to demonstrate understanding of its characters, setting, or plot.

##### Grade 3

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

##### Grade 4

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Grade 5

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Writing Standards K-5

Kindergartners

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Grade 1

7. Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a

Grade 2

1. Write opinion pieces in which they introduce the topic or book they are writing about. State an opinion, supply reasons that support the opinion. Use linking works (e.g. because and also) to connect opinion and reasons and provide a concluding statement or section.

Grade 3

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

Grade 4

1. Write narratives to develop real or imaged experiences or events using effective techniques, descriptive details, and clear event sequences.

Grade 5

1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening Standards K-5

Kindergartners

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Grade 1

1. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Grade 2

1. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language Standards K-5

Grade 4

1.a. Explain the meaning of simple similes and metaphors (*e.g. as pretty as a picture*) in context.

Reading Standards for Literature 6-12

Grade 6

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio video. Or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Grade 7

5. Analyze how a drama’s or poem’s form or structure (e.g. soliloquy, sonnet) contributes to its meaning.

Grade 8

1. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Writing Standards 6-12

Grade 6

3.b. Using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Grade 7

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

Grade 8

3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening Standards 6-12

Grade 6

1. Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Grade 7

1. Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Grade 8

2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.

Language Standards 6-12

Grade 6, 7 and 8

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

Grade 6-8

1. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Grade 9-10

1. Compare and contrast treatments of the same topic in several primary and secondary sources.

Grades 11-12

1. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in works) in order to address a question or solve a problem.

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

Grades 6-8

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).

Grades 9-10

7. Translate quantitative or technical information expressed in works 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.

Grades 11-12

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.

### Reading Standards for Literature 6-12

Grades 9-10

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Grades 11-12

1. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Reading Standards for Informational Text 6-12

Grades 9-10

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Grades 11-12

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### Writing Standards 6-12

1. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Speaking and Listening Standards 6-12

Grade 11-12

2. Make strategic use of digital media (e.g., textual graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

Grades 6-8:

2. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

Grades 9-10

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.

**Primary Science**

Structure and Transformation Of Matter

2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living nonliving things and predict other characteristics that might be observed.

Primary Enduring Knowledge-Understandings

- Uses senses to observe and describe properties of material objects (color, size, shape, texture, flexibility, magnetism)

2.3 Students identify and analyze systems and the ways their components work together or affect each other.

Primary Enduring Knowledge-Understandings

- Vibration is a type of motion that is responsible for making sound.

Primary Skills and Concepts

- observe and describe (e.g., using works, pictures, graphs) the change in position over time (motion) of an object
- Explore differences in sounds (high and low pitch) produced by vibrations (e.g., making musical instruments that have moving parts that vibrate to produce sound)

Unity and Diversity (Biological Science)

2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.

Primary Enduring Knowledge-Understandings

- Identify the characteristics that define a habitat
- Ask questions that can be investigated, plan and conduct 'fair tests,' and communicate (e.g., write, draw, speak, multi-media) findings to others

Biological Change (Biological Science)

2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

Primary Skills and Concepts:

- Describe in words, pictures and/or measurements, changes that occur quickly (e.g., puddles forming from rain, cutting hair, burning paper) and changes that occur more slowly (e.g., hair growing, water evaporating in an open container, growing in height), noting the factors that influence the change

2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.

Light can be observed to determine how it travels and how it interacts with different materials (e.g., reflects, is absorbed, passes through). Electricity can only flow when it has a closed path (circuit) to follow. Closed electric circuits can produce light and sound.

Primary Skills and Concepts:

- Create or interpret sketches, diagrams, 3-dimensional constructions and concept maps as models that can be used to represent things that can be seen, cannot be seen, or cannot be seen easily or in their entirety.
- Observe, illustrate and explain basic relationships of plants and animal in an ecosystem (e.g., use simple food chains and webs to explain how plants and animal get food/energy to live and grows)
- Investigate light traveling in a straight line until striking an object by observing the shapes of the shadow that are produced.

**Middle Level Science**Structure and Transformation of Matter (Physical Science)

2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.

Grade 6 Skills and Concepts:

- Plan, present and support information from investigations using a variety of modes.

#### Motion and Forces (Physical Science)

2.3 Students identify and analyze systems and the ways their components work together or affect each other.

- Represent the motion of objects and their response to unbalance forces in a variety of ways

#### Unity and Diversity (Biological Science)

2.3 Students identify and analyze systems and the ways their components work together or affect each other.

Grade 6 Skills and Concepts:

- Describe and represent (e.g. construct a chart, diagram, or graphic organizer) relationships between and among levels of organization for structure and function, including cells, tissues, organs, organ systems, organisms (e.g., bacteria , protists, fungi, plans, animals) and ecosystems

#### Interdependence (Unifying Concepts)

2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristic that might be observe

Grade 6 Skills and Concepts:

- Investigate how communities are interconnected, how they interact with different Earth systems, and represent these global connections/interactions in a variety of ways (e.g., wiring, models, multi-media, claymation)

#### Structure and Transformation of Matter (Physical Science)

2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.



Grade 7 Skills and Concepts:

- Explore real-life application of a variety of elements and compound and communicate findings in an authentic form (transactive writing, public speaking, multimedia presentations)

#### Structure and Transformation of Matter (Physical Science)

2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.

Grade 8 Skills and Concepts:

- Describe and illustrate the movement of elements between organisms and their physical environment and within the Earth system

2.3 Students identify and analyze systems and the ways their components work together or affect each other.

Grade 8 Skills and Concepts:

- Graphically represent energy flow within an ecosystem to identify the exiting relationships.

### **High School Science**

2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed

#### Structure and Transformation of Matter (Physical Science)

High School Skills and Concepts:

- Construct and/or interpret diagrams that illustrate ionic and covalent bonding
- Create and/or interpret graphs and equations to depict and analyze patterns of change

2.3 Students identify and analyze systems and the ways their components work together or affect each other.

#### Motion and Forces (Physical Science)

High School Skills and Concepts:

- Design and conduct investigations involving the motion of object and report the results in a variety of ways

Unity and Diversity (Biological Science)

## High School Skills and Concepts:

- Graphically represent (e.g., pedigrees, punnet squares) and predict the outcomes of a variety of genetic combinations

Interdependence (Unifying Concepts)

## High School Skills and Concepts:

- Investigate changes in ecosystems and propose potential solutions to problems by documenting and communicating solutions to others through multi-media presentations.

**Mathematics**

2.G 1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

3.G 2 Partition shapes into parts with equal areas. Express the area of each part of a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

4.MD 5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through  $\frac{1}{360}$  of a circle is called a “one-degree angle,” and can be used to measure angles.

(1)

b. An angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.

4.G 1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G 2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G 3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

5.G 3 Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

7.G 2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles, or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

7.G 3 Describe the two-dimensional figure that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

GF-CO 12 Make a formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-GMD 4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

## **Social Studies**

Primary Social Studies

### Government and Civics

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations

Primary Skills and Concepts

- Demonstrate (e.g., speak, draw, write) an understanding of the nature of government. Explain, demonstrate or give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash).

### Cultures and Societies

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

#### Primary Skills and Concepts

- Develop an understanding of the nature of culture: explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, and arts).

### Economics

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

#### Primary Skills and Concepts

- Describe and give examples of production, distribution and consumption of goods and services in the community.

### Geography

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

#### Primary Skills and Concepts

- Develop an understanding of patterns on the Earth's surface using a variety of geographic tools (e.g., maps, globes, charts, graphs): create maps that identify the relative location of familiar places and objects (e.g., school, neighborhood).

### Historical Perspective

2.20 Students understand, analyze, and interpret historical events, condition, trends, and issues to develop historical perspective.

#### Primary Skills and Concepts

- Use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history): investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song "My Country, 'Tis of Thee," the Fourth of July, Veterans' Day, the Statue of Liberty).

## **Middle Level Social Studies**

### Government and Civics

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in democracy.

#### Grade 6 Skills and Concepts

- Demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government: analyze information found in current events/news (e.g., TV, radio, Internet, articles) about different present day governments and how they may reflect/impact culture.

#### Grade 7 Skills and Concepts

- Analyze information from variety of print and non-print sources (.g., books, documents, articles, observations, interview, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.

#### Grade 8 Skills and Concepts

- Demonstrate an understanding (e.g., illustrate, write, model, projects, present) of the nature of government: explain the role of government (e.g., establishing order, providing security, achieving common goals) in the United States prior to Reconstruction and make connections to how government influences culture, society and the economy.

### Cultures and Societies

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

#### Grade 6 Skills and Concepts

- Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture serves to define present day groups and may result in unique perspectives.

#### Grade 7 Skills and Concepts

Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs

customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives.

#### Grade 8 Skills and Concepts

- Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the nature of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts ) of diverse groups in the United States prior to Reconstruction and explain how culture serves to define specific groups and resulted in unique perspectives.

### Economics

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

#### Grade 6 Skills and Concepts

- Demonstrate an understanding of markets by providing scenarios to illustrate how goods and services are exchanged; explain how money can be used to express the market value of goods and services; describe the relationship between money and ease of trading, borrowing, investing and saving; analyze the connections between economic conditions and current events of the present day.

#### Grade 7 Skills and Concepts

- Demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.: describe how goods and services were exchanged in world civilizations prior to 1500 A.D.

#### Grade 8 Skills and Concepts

- Analyze interdependence of economic activities among individuals and groups in the United States prior to Reconstruction.

### Geography

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

#### Grade 6 Skills and Concepts

- Demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tool (e.g., maps, globes, charts, graphs, satellite

- images): locate, in absolute and relative terms, landforms and bodies of water.

#### Grade 7 Skills and Concepts

- Investigate interactions among human activities and the physical environment: explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs.

#### Grade 8 Skills and Concepts

- Investigate regions of the Earth's surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools): Analyze cause-effect relationships between and among natural resources and political, social and economic development.

### Historical Perspective

2.20 Students understand, analyze, and interpret historical events, condition, trends, and issues to develop historical perspective.

#### Grade 6 Skills and Concepts

- Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps): investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) major events in present day regions of the world and draw inferences about their importance.

#### Grade 7 Skills and Concepts

- Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps): analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic groups, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

#### Grade 8 Skills and Concepts

- Investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifact) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people: describe events and conditions that led to the "Great Convergence" of European, African and Native American

- 16 people beginning in the late 15<sup>th</sup> century; analyze how America's diverse society developed as a result of these events.

## **High School Social Studies**

### Government and Civics

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

#### High School Skills and Concepts

- Investigate the rights of individuals (e.g., Freedom of Information Act, free speech, civic responsibilities in solving global issues) to explain how those rights can sometimes be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure), the rights of others (e.g., slander, libel), and civic responsibilities (e.g., personal belief/responsibility versus civic responsibility).

### Culture and Societies

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

#### High School Skills and Concepts

- Compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)

### Economics

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

#### High School Skills and Concepts

- Analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, worker, savers and investors).

### Geography



2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

#### High School Skills and Concepts

- Investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, new media): interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

#### Historical Perspective

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

#### High School Skills and Concepts

Research issues or interpret account of historical events in world history using primary and secondary sources (e.g., biographies, films, periodicals, Internet

resources, textbooks, artifact): explain how ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) impacted people's perspectives during the Renaissance and Reformation

## **Kentucky Dept. of Education Program Review References**

### **Arts and Humanities**

1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.13 Students make sense of ideas and communicate ideas with the visual arts.

1.14 Students make sense of ideas and communicate ideas with music.

1.15 Students make sense of and communicate ideas with movement.

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and contribution of the arts and humanities.

2.25 In the product they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.