

Common Core State Standards: Possible Areas of Alignment to Arts-Based Standards and Practices

The following outline was developed by the College Board's office of Standards and Curriculum Alignment Services, and highlights portions of the current Common Core State Standards documents that may provide natural connections to arts-based standards and practices. A full report, Common Core Connections with the Arts, will be released in November.

I. CCSS Mathematics Document: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

- **Areas of Focus in the CCSS Mathematics**
 - Focus on the **Mathematics Practices** (pgs 6-8)
 - the Mathematical Practices not only focus on the over-arching skills and strategies that can be applied to all grade levels, but also articulate the project-based, collaborative learning that may be applicable to the arts.
 - Strong connection to the visual arts with **Geometry** standards
 - *1.G.1 Distinguish between defining attributes ... and non-defining attributes...build and draw shapes...*
 - Triangles
 - Area, surface and volume (possible relationships to painting, 3D modeling, sculpture)
 - Connections to **Measurement and Data** standards; build and draw shapes, pictures, graphs, bar graphs
 - *2.MD.10 Draw a picture graph and bar graph...*
 - *3.MD.7c Use tiling to show in a concrete case... Use area models to represent...*
 - Visual representations of problem solving
 - Sculpture/Paintings/Drawing

II. CCSS for ELA Document: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

- **Areas of Focus for CCSS for ELA**
 - Arts standards framers may want to first focus on the Common Core **Anchor Standards**:
 - **Reading** (Anchor 7) pg. 107.
 - *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
 - **Writing** (Anchor 6) pg. 18
 - *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*
 - **Speaking and Listening** (Anchors 2 and 5) pg. 22
 - *2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*
 - *5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.*
 - Focus initially on anchors and then look at individual grade levels for more specificity
 - Grades levels vary in degree of arts connections
 - **Speaking and listening** standards; examples:
 - *SL.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;*
 - *SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.*

III. Common Core State Standards Curriculum Maps in ELA

- **Common Core Curriculum Maps in English Language Arts, Grades 9-12 (SAMPLE):**
<http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118108205.html>
- **Considerations**
 - The group that developed the Curriculum Maps for ELA are 100% independent of the groups that developed the actual Common Core State Standards (CCSS).
 - The Curriculum Maps has some great benefits since some of its members have backgrounds in the arts and humanities.
 - However, there is a strong emphasis on canonical literature and art; some districts who want a leg up on implementing the CCSS may adopt these full clothe without fully considering other curricula with a greater diversity of artists.
 - The arts standards framers may wish to consider additional curricula models to help ensure more diversity; Springboard is strongly aligned to the CCSS and has the arts woven throughout; example: Persepolis by Marjane Satrapi, music, performance, etc.