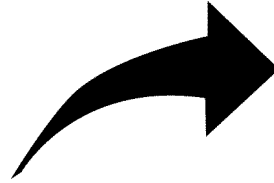


# Community Schools Collaborative Planning Guide



## Expand School Progress

**Chess      Debate      Drama      Health Fair      Newsletter**  
**Quilting      Parent Book Club      School Museum      Science Expo**  
**Service Learning      Technology Training      Volleyball**

*These materials are provided through support from the  
Office of Principal Preparation and Development, Chicago Public Schools.  
Developed through the Polk Bros. Foundation Community Schools Leadership Network,  
these and additional resources are available at <http://teacher.depaul.edu>.*

*This professional development is an ongoing collaboration with the  
Office of Extended Learning Opportunities, Chicago Public Schools.*

## **Part 1: Organize for Progress**

|   |         |
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| Align Extended Learning and School Priorities | page 5  |
| Plan Extended Learning for Students           | page 6  |
| Strengthen Parent Involvement                 | page 7  |
| Support Social Emotional Development          | page 9  |
| Connect Professional Development              | page 10 |
| Develop Teacher Leadership                    | page 11 |
| Four-Quarter Plan                             | page 12 |

## **Part 2: Standards-Based Planning Tools to Engage Students in Standards-Connected Activities**

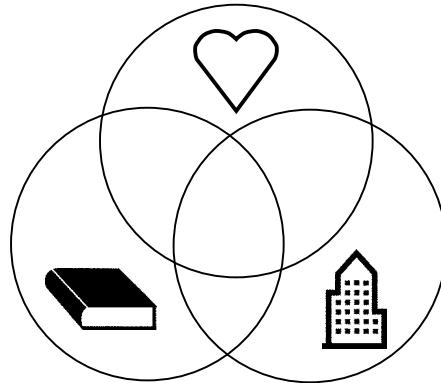
|   |         |
|---|---------|
| Standards-Based Alignment—Extended Learning and Classroom Connections | page 13 |
|---|---------|

|                         |         |
|-------------------------|---------|
| Understanding Standards | page 14 |
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Charts listing Illinois Learning Standards to use to plan aligned activities and programs. Examples are included.

|                               |         |
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| Math                          | page 18 |
| Science                       | page 21 |
| Social Studies                | page 22 |
| Physical Education and Health | page 24 |
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## THE COMMUNITY SCHOOL CONNECTION



The Community School Service Plan complements the SIPAAA.

The Community School Service Plan requires that:

- ✓ All programs should enhance and support the regular school day.
- ✓ All programs should align with State Standards.
- ✓ Provide at least 12 hours per week for a MINIMUM of 75 students.
- ✓ Reflect the input of the Advisory Committee and other key stakeholders.

Expected Outcomes

- Improved student academic development and performance
- Improvement of the physical, social and emotional well being of participating students

*For more information about the Community Schools, see the CPS Community School website <http://www.cpsafterschool.org/program/>.*

# CONNECT YOUR SCHOOL

SIPAAA

Community  
School  
Service Plan

## STUDENT PROGRESS

LRE, Bilingual Education, Core  
Curriculum, Social Emotional Learning

## ALIGN EXTENDED LEARNING AND SCHOOL PRIORITIES

*Start by aligning your current extended learning programs and activities with your school's curriculum. List the programs you have at the school from all providers. Identify the School Connector—the person who facilitates this progress.*

| Priority Area                    | Extended Learning Program(s) | School Connector |
|----------------------------------|------------------------------|------------------|
| Art/Music                        |                              |                  |
| Bilingual education              |                              |                  |
| Community Connections            |                              |                  |
| Math                             |                              |                  |
| Parent Education and Involvement |                              |                  |
| Physical Education/Health        |                              |                  |
| Reading                          |                              |                  |
| Science                          |                              |                  |
| Social emotional development*    |                              |                  |
| Social Studies                   |                              |                  |
| Technology                       |                              |                  |
| Writing                          |                              |                  |
|                                  |                              |                  |
|                                  |                              |                  |
|                                  |                              |                  |

*\*All programs should reinforce social emotional development; this row is for listing programs that are primarily focused on this development such as counseling.*

## Plan Extended Learning for Students

### PRIORITY GOALS

Choose three priorities to strengthen Extended Learning opportunities for students

increased participation by students with special needs

increased arts

improved health and nutrition

greater use of technology

making science fair learning expo

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| PRIORITY GOAL | What will you organize to reach this goal? | When | Who Coordinates |
|---------------|--|------|-----------------|
|               |  |      |                 |
|               |  |      |                 |
|               |  |      |                 |

How will the school staff work with the Extended Learning staff to support this progress?

# STRENGTHEN PARENT INVOLVEMENT

**PRIORITY GOALS:**

*What do you want parents to learn and do based on your activities?*

*Identify Three Priorities*

- health and nutrition*
- career preparation and advancement*
- technology*
- using Chicago resources*

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| <i>Priority</i> | <i>Activity</i> | <i>Staff—School and Community Partner</i> |
|-----------------|-----------------|---|
|                 |                 |   |
|                 |                 |   |
|                 |                 |   |

## Support Social/Emotional Development

What about social-emotional development?

**Every part of your program can contribute to it.**

In all the activities in your extended learning program, students' social emotional development is important.

The way your programs work can support it. Having students make good choices of activities, work together helpfully, both are part of social emotional development.

Use the following charts to identify how your program supports students' social-emotional development. That can include specific activities as well as ongoing ways of working with students.

### Social/Emotional Development and Extended Learning

*This chart lists Illinois Social/Emotional Learning Standards. Agencies can support this progress in extended learning and by providing formal and informal professional development for teachers, parents, and administrators.*

#### EXAMPLES

**Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**

| Standards   | Extended Learning Activities that Support Social-Emotional Development   |
|---|--|
| A: Identify and manage one's emotions and behavior.           | Activity: Chess<br><br>Ongoing: Students make "compact" for participation in extended learning   |
| B: Recognize personal qualities and external supports         | Activity: Read about problem solving<br><br>Ongoing: Have once-a-week "rap" session led by school counselor  |
| C: Demonstrate skills to achieve personal and academic goals. | Activity: Set goals for science fair project<br><br>Ongoing: Set weekly goals for attendance and projects; monitor at end of week and set new goals for following week |

**YOUR PLAN TO SUPPORT SOCIAL EMOTIONAL DEVELOPMENT**

**Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**

| Standards   | How Extended Learning Will Support Social-Emotional Development |
|---|---|
| A: Identify and manage one's emotions and behavior.           |   |
| B: Recognize personal qualities and external supports         |   |
| C: Demonstrate skills to achieve personal and academic goals. |   |

**Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

| Standards   | How Extended Learning Will Support Social-Emotional Development |
|---|---|
| A: Recognize the feelings and perspectives of others.                       |   |
| B: Recognize individual and group differences                               |   |
| C: Use communication and social skills to interact effectively with others. |   |

**Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

| Standards  | How Extended Learning Will Support Social-Emotional Development |
|--|---|
| A: Consider ethical, safety, and societal factors in making decisions.                         |   |
| B: Apply decision-making skills to deal responsibly with daily academic and social situations. |   |
| C: Contribute to the well-being of one's school and community.                                 |   |



## DEVELOP TEACHER LEADERSHIP

Identify Three Priorities

\_\_ *differentiating instruction*

\_\_ *integrating arts*

\_\_ *linking library, art, music across the curriculum*

\_\_ *making science fair learning expo*

\_\_\_\_\_

\_\_\_\_\_

| <i>PRIORITY GOAL</i> | <i>How will teachers take leadership to achieve it?</i> | <i>When</i> | <i>Who Coordinates</i> |
|----------------------|---|-------------|------------------------|
|                      |   |             |                        |
|                      |   |             |                        |
|                      |   |             |                        |

*How will the school's extended learning partner help accomplish this progress?*

## Make a Four Quarter Plan for Extended Learning

| PRIORITY | First Quarter | Second Quarter | Third Quarter | Fourth Quarter |
|----------|---------------|----------------|---------------|----------------|
|          |               |                |               |                |
|          |               |                |               |                |
|          |               |                |               |                |
|          |               |                |               |                |
|          |               |                |               |                |
|          |               |                |               |                |
|          |               |                |               |                |
|          |               |                |               |                |
|          |               |                |               |                |

## Part 2

# STANDARDS-BASED PLANNING TOOLS TO ENGAGE STUDENTS IN STANDARDS-CONNECTED ACTIVITIES

Get Involved 

Learn More 

Move Ahead 

## UNDERSTANDING STANDARDS

### Standards Describe What Students Need to Know and Be Able to Do

Each subject has standards.

Those are statements of what students should know and be able to do in that subject. They are called learning standards because they describe what students need to learn—knowledge, skills, strategies.

For example, in science, there's a learning standard for using science methods to learn—it asks that all students understand and use scientific methods.

One activity can relate to many subjects and standards. The following example shows how one activity can exercise many skills but emphasize one outcome.

Activity: For science fair, read to figure out what plants do to help fish live. Then make a hypothesis—a prediction—what will happen if you set up an aquarium with fish in it and then add plants.

Then set up an aquarium; keep track of the water quality and temperature; keep a log of what you feed the fish and what the fish do—do they keep swimming, do they rest, what do they do. Add plants; keep track of your budget; draw and write to explain what you learned about fish—how they change when you introduce plants.

- That has writing in it.
- Reading, too.
- And math if you add up the food and costs.
- And visual arts if you draw the fish.
- And science.

Which subjects does this one activity help students learn?

It really is about **science**—the observation and reporting of what happens in a fish tank. All the other parts of the activity are ways of getting to learn more about what happens when you change that tank. Students will use their skills of reading, writing, math, and drawing. But the new learning they will do is about science. It's about the scientific method.

## *Standards-Focused Extended Learning*

*You can use this chart to identify the standard that each activity focuses on—activities you are already doing, activities you plan.*

| <b><i>Focus Learning Standard</i></b> | <b><i>What Will You Organize</i></b> | <b><i>Staff—School and Partner</i></b> |
|---------------------------------------|--------------------------------------|--|
|                                       |                                      |  |
|                                       |                                      |  |
|                                       |                                      |  |
|                                       |                                      |  |
|                                       |                                      |  |

## LANGUAGE ARTS STANDARDS AND ACTIVITIES-- EXAMPLES

*Examples of Language Arts Activities Aligned with Illinois Learning Standards*

### Goal 1: Read with understanding and fluency

| Standard Statement  | Examples of Activities                                |
|---|---|
| <b>1A</b> - can apply <b>word analysis</b> and <b>vocabulary skills</b> to comprehend selections. | Word games and puzzles<br>Spelling Bee                |
| <b>1B</b> - can <b>apply reading strategies</b> to improve understanding and fluency.             | Read and discuss stories<br>Reader's Theater          |
| <b>1C</b> - can <b>comprehend a broad range of reading materials</b> .                            | Read stories, fables, folktales, novels, poems, plays |

### Goal 2: Read and understand literature representative of various societies, eras, and ideas.

| Standard Statement   | Examples of Activities                            |
|--|---|
| <b>2A</b> - can understand how <b>literary elements and techniques</b> are used to convey meaning. | Read and draw pictures to show what a poem means. |
| <b>2B</b> - can read and interpret a variety of literary works.                                    | Read fables, folktales, novels, poems, plays      |

### Goal 3: Write to communicate for a variety of purposes.

| Standard Statement   | Examples of Activities              |
|--|-------------------------------------|
| <b>3A</b> - can use correct grammar, spelling, punctuation, capitalization and structure.        | Prepare and edit a School Newspaper |
| <b>3B</b> - can compose well-organized and coherent writing for specific purposes and audiences. | Put together a Poetry Book          |
| <b>3C</b> - can communicate ideas in writing to accomplish a variety of purposes.                | Greeting Card-Creating Activities   |

### Goal 4: Listen and speak effectively in a variety of situations.

| Standard Statement  | Examples of Activities |
|---|------------------------|
| <b>4A</b> - can listen effectively in formal and informal situations.                       | Debate Club            |
| <b>4B</b> - can speak effectively using language appropriate to the situation and audience. | Puppet Show            |

### Goal 5: Use the language arts to acquire, assess, and communicate information

| Standard Statement   | Examples of Activities |
|--|------------------------|
| <b>5A</b> - can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. | Community Profile      |

## YOUR LANGUAGE ARTS PLANS

### Goal 1: Read with understanding and fluency

| Standard Statement  | Activities |
|---|------------|
| <b>1A</b> - can apply <b>word analysis</b> and <b>vocabulary skills</b> to comprehend selections. |            |
| <b>1B</b> - can <b>apply reading strategies</b> to improve understanding and fluency.             |            |
| <b>1C</b> - can <b>comprehend a broad range of reading materials</b> .                            |            |

### Goal 2: Read and understand literature representative of various societies, eras, and ideas.

| Standard Statement   | Activities |
|--|------------|
| <b>2A</b> - can understand how <b>literary elements and techniques</b> are used to convey meaning. |            |
| <b>2B</b> - can read and interpret a variety of literary works.                                    |            |

### Goal 3: Write to communicate for a variety of purposes.

| Standard Statement   | Activities |
|--|------------|
| <b>3A</b> - can use correct grammar, spelling, punctuation, capitalization and structure.        |            |
| <b>3B</b> - can compose well-organized and coherent writing for specific purposes and audiences. |            |
| <b>3C</b> - can communicate ideas in writing to accomplish a variety of purposes.                |            |

### Goal 4: Listen and speak effectively in a variety of situations.

| Standard Statement  | Activities |
|---|------------|
| <b>4A</b> - can listen effectively in formal and informal situations.                       |            |
| <b>4B</b> - can speak effectively using language appropriate to the situation and audience. |            |

### Goal 5: Use the language arts to acquire, assess, and communicate information

| Standard Statement   | Activities |
|--|------------|
| <b>5A</b> - can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. |            |
| <b>5B</b> - can analyze and evaluate information acquired from various sources.  |            |
| <b>5C</b> - can apply acquired information, concepts and ideas to communicate in a variety of formats.                                 |            |

## Mathematics

**Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios, and proportions. (Examples are provided.)**

| Standard Statement  | Examples of Activities     |
|---|----------------------------|
| <b>6A</b> - can demonstrate knowledge and use of numbers and their many representations in a broad range of theoretical and practical settings. ( <i>Representations</i> )          | Math games                 |
| <b>6B</b> - can investigate, represent and solve problems using number facts, operations, and their properties, algorithms, and relationships. ( <i>Operations and properties</i> ) | Problem solving activities |
| <b>6C</b> - can compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers. ( <i>Choice of method</i> )                                    | Math "bowl"                |
| <b>6D</b> - can solve problems using comparison of quantities, ratios, proportions, and percents.   | Business simulation        |

**Goal 7: Estimate, make, and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.**

| Standard Statement   | Examples of Activities |
|--|------------------------|
| <b>7A</b> - can measure and compare quantities using appropriate units, instruments, and methods. ( <i>Performance and conversion of measurements</i> )  | Cooking club           |
| <b>7B</b> - can estimate measurements and determine acceptable levels of accuracy. ( <i>Estimation</i> )   | Model makers           |
| <b>7C</b> - can select and use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate findings. ( <i>Progression from selection of appropriate tools and methods to application of measurements to solve problems</i> ) | Science activities     |

**Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.**

| <b>Standard Statement</b>   | <b>Examples of Activities</b> |
|---|-------------------------------|
| <b>8A</b> - can describe numerical relationships using variables and patterns. ( <i>Representations and algebraic manipulations</i> )   | Graphing activities           |
| <b>8B</b> - can interpret and describe numerical relationships using tables, graphs, and symbols. ( <i>Connections of representations including the rate of change</i> )          | Mock election                 |
| <b>8C</b> - can solve problems using systems of numbers and their properties. ( <i>Problem solving; number systems, systems of equations, inequalities, algebraic functions</i> ) | Problem solving activities    |
| <b>8D</b> - can use algebraic concepts and procedures to represent and solve problems. ( <i>Connection of 8A, 8B, and 8C to solve problems</i> )                                  | Online Algebra                |

**Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.**

| <b>Standard Statement</b>   | <b>Examples of Activities</b>      |
|---|------------------------------------|
| <b>9A</b> - can demonstrate and apply geometric concepts involving points, lines, planes, and space. ( <i>Properties of single figures, coordinate geometry and constructions</i> ) | Lego builders                      |
| <b>9B</b> - can identify, describe, classify and compare relationships using points, lines, planes, and solids. ( <i>Connections between and among multiple geometric figures</i> ) | Architect activities               |
| <b>9C</b> - can construct convincing arguments and proofs to solve problems. ( <i>Justifications of conjectures and conclusions</i> )   | ISBE ISAT prep online              |
| <b>9D</b> - can use trigonometric ratios and circular functions to solve problems.  | Not relevant for elementary sites. |

**Goal 10: Collect, organize, and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.**

| Standard Statement   | Examples of Activities       |
|--|------------------------------|
| <b>10A</b> - can organize, describe and make predictions from existing data. ( <i>Data analysis</i> )  | Weather forecasters          |
| <b>10B</b> - can formulate questions, design data collection methods, gather and analyze data and communicate findings. ( <i>Data Collection</i> ) | School and community surveys |
| <b>10C</b> - can determine, describe and apply the probabilities of events. ( <i>Probability including counting techniques</i> )                   | ISBE ISAT online             |

## Science

**Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.**

| Standard Statement   | Examples of Activities |
|--|------------------------|
| <b>11A</b> - know and apply the concepts, principles, and processes of scientific inquiry.   | Science Fair           |
| <b>11B</b> - know and apply the concepts, principles, and processes of technological design. | Robot builders         |

**Goal 12: Understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.**

| Standard Statement  | Examples of Activities                         |
|---|--|
| <b>12A</b> - know and apply concepts that explain how living things function, adapt, and change.                          | Tadpole and butterfly projects                 |
| <b>12B</b> - know and apply concepts that describe how living things interact with each other and with their environment. | Aquarium activities                            |
| <b>12C</b> - know and apply concepts that describe properties of matter and energy and the interactions between them.     | Hands-on science activities                    |
| <b>12D</b> - know and apply concepts that describe force and motion and the principles that explain them.                 | Physics activities                             |
| <b>12E</b> - know and apply concepts that describe the features and processes of Earth and its resources.                 | Online geology explorers                       |
| <b>12F</b> - know and apply concepts that explain the composition and structure of the universe and Earth's place in it.  | Adopt a planet—make a model, write the history |

**Goal 13: Understand the relationships among science, technology, and society in historical and contemporary contexts.**

| Standard Statement   | Examples of Activities   |
|--|--------------------------|
| <b>13A</b> - know and apply accepted practices of science.   | “Scientist in residence” |
| <b>13B</b> - know and apply concepts that describe the interaction between science, technology, and society. | Recycling project        |

## Social Science

### Goal 14: Understand political systems, with an emphasis on the United States.

| Standard Statement  | Activities |
|---|------------|
| <b>14A</b> - can understand and explain basic principles of the United States government.   |            |
| <b>14B</b> - can understand the structures and functions of the political systems of Illinois, the United States, and other nations.                                |            |
| <b>14C</b> - can understand election processes and responsibilities of citizens.  |            |
| <b>14D</b> - can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations. |            |
| <b>14E</b> - can understand United States foreign policy as it relates to other nations and international issues.   |            |
| <b>14F</b> - can understand the development of United States political ideas and traditions.  |            |

### Goal 15: Understand economic systems, with an emphasis on the United States.

| Standard Statement  | Activities |
|---|------------|
| <b>15A</b> - understand economic systems, with an emphasis on the United States.                                      |            |
| <b>15B</b> - understand that scarcity necessitates choices by consumers.  |            |
| <b>15C</b> - understand that scarcity necessitates choices by producers.  |            |
| <b>15D</b> - understand trade as an exchange of goods or services.  |            |
| <b>15E</b> - understand the impact of government policies and decisions on production and consumption in the economy. |            |

**Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

| <b>Standard Statement</b>   | <b>Activities</b> |
|---|-------------------|
| <b>16A</b> - can apply the skills of historical analysis and interpretation.      |                   |
| <b>16B</b> - understand the development of significant political events.          |                   |
| <b>16C</b> - understand the development of economic systems.                      |                   |
| <b>16D</b> - understand Illinois, United States, and world social history.        |                   |
| <b>16E</b> - understand Illinois, United States, and world environmental history. |                   |

**Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

| <b>Standard Statement</b>  | <b>Activities</b> |
|--|-------------------|
| <b>17A</b> - can locate, describe and explain places, regions and features on Earth.               |                   |
| <b>17B</b> - can analyze and explain characteristics and interactions of Earth's physical systems. |                   |
| <b>17C</b> - can understand relationships between geographic factors and society.                  |                   |
| <b>17D</b> - can understand the historical significance of geography.                              |                   |

**Goal 18 - Understand social systems, with an emphasis on the United States.**

| <b>Standard Statement</b>   | <b>Activities</b> |
|---|-------------------|
| <b>18A</b> - can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions. |                   |
| <b>18B</b> - can understand the roles and interactions of individuals and groups in society.                                      |                   |
| <b>18C</b> - can understand how social systems form and develop over time.  |                   |

## Physical Development and Health

**Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

| Standard Statement  | Activities |
|---|------------|
| <b>19A</b> - can demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities. |            |
| <b>19B</b> - can analyze various movement concepts and applications.  |            |
| <b>19C</b> - can demonstrate knowledge of rules, safety and strategies during physical activity.  |            |

**Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

| Standard Statement   | Activities |
|--|------------|
| <b>20A</b> - know and can apply the principles and components of health-related fitness.                                       |            |
| <b>20B</b> - can assess individual fitness levels.   |            |
| <b>20C</b> - can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan. |            |

**Goal 21: Develop team-building skills by working with others through physical activity.**

| Standard Statement   | Activities |
|--|------------|
| <b>21A</b> - can demonstrate individual responsibility during group physical activities.   |            |
| <b>21B</b> - can demonstrate cooperative skills during structured group physical activity. |            |

**Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.**

| <b>Standard Statement</b>   | <b>Activities</b> |
|---|-------------------|
| <b>22A</b> - can explain the basic principles of health promotion, illness prevention, and safety.                  |                   |
| <b>22B</b> - can describe and explain the factors that influence health among individuals, groups, and communities. |                   |
| <b>22C</b> - can explain how the environment can affect health.   |                   |

**Goal 23: Understand human body systems and factors that influence growth and development.**

| <b>Standard Statement</b>   | <b>Activities</b> |
|---|-------------------|
| <b>23A</b> - can describe and explain the structure and functions of the human body systems and how they interrelate. |                   |
| <b>23B</b> - can explain the effects of health related actions on the body systems.                                   |                   |
| <b>23C</b> - can describe factors that affect growth and development.   |                   |

**Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

| <b>Standard Statement</b>   | <b>Activities</b> |
|---|-------------------|
| <b>24A</b> - can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict. |                   |
| <b>24B</b> - can apply decision-making skills related to the promotion and protection of individual health.                 |                   |
| <b>24C</b> - can demonstrate skills essential to enhancing health and avoiding dangerous situations.                        |                   |

## Fine Arts

### Goal 25: Know the language of the arts.

| Standard Statement   | Activities |
|--|------------|
| <b>25A</b> - understand the sensory elements, organizational principles, and expressive qualities of the arts. |            |
| <b>25B</b> - understand the similarities, distinctions, and connections in and among the arts.                 |            |
| <b>26A</b> - understand processes, traditional tools, and modern technologies used in the arts.                |            |
| <b>26B</b> - can apply skills and knowledge necessary to create and perform in one or more of the arts.        |            |

### Goal 26: Through creating and performing, understand how works of art are produced.

| Standard Statement  | Activities |
|---|------------|
| <b>26A</b> - understand processes, traditional tools, and modern technologies used in the arts.         |            |
| <b>26B</b> - can apply skills and knowledge necessary to create and perform in one or more of the arts. |            |

### Goal 27: Understand the role of the arts in civilizations past and present.

| Standard Statement   | Activities |
|--|------------|
| <b>27A</b> - can analyze how the arts function in history, society and everyday life.      |            |
| <b>27B</b> - understand how the arts shape and reflect history, society and everyday life. |            |