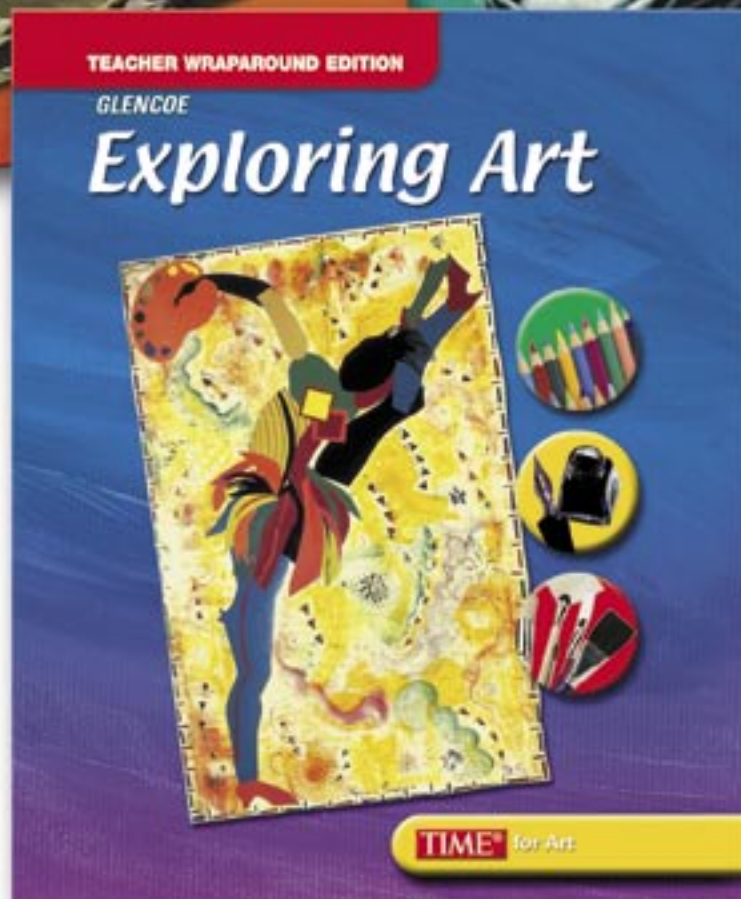
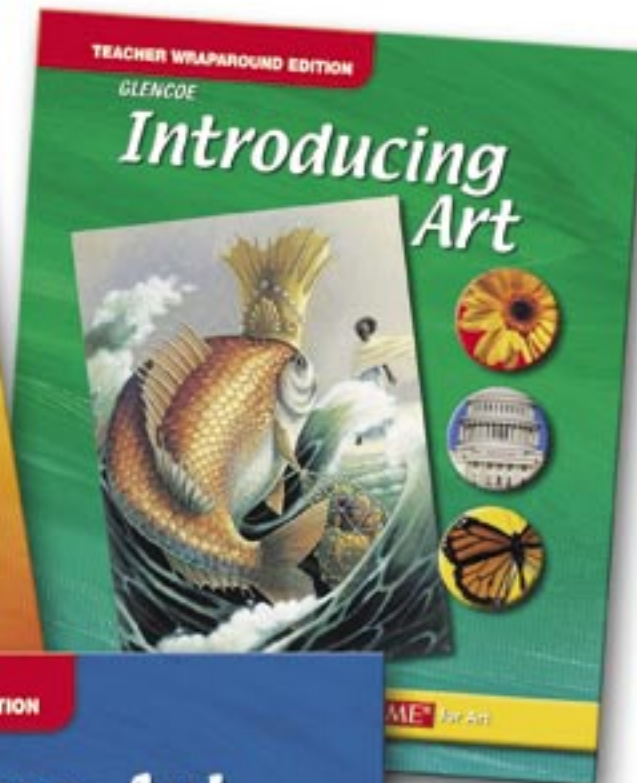
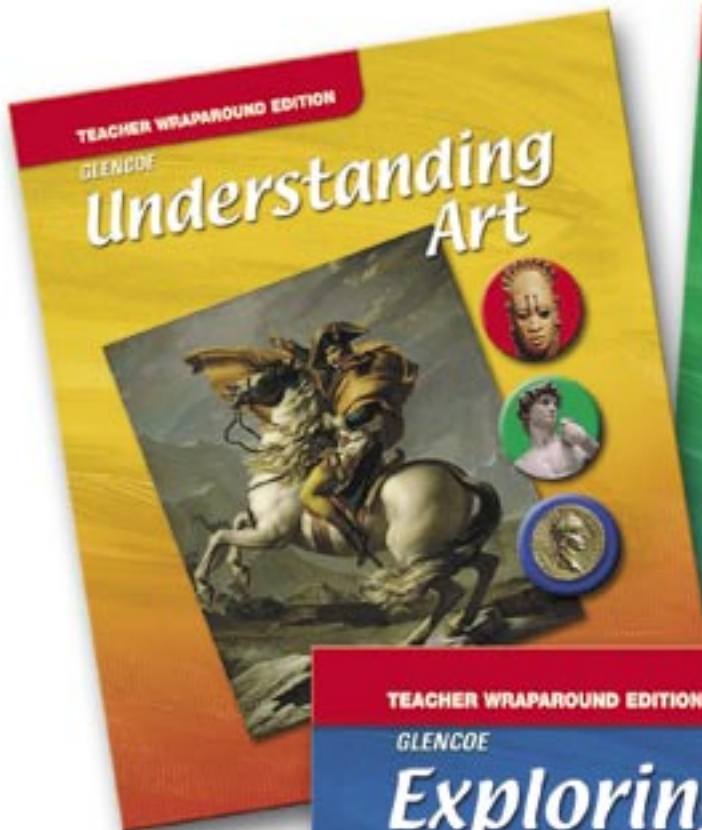


Teacher Standards Guide



for Exploring Art



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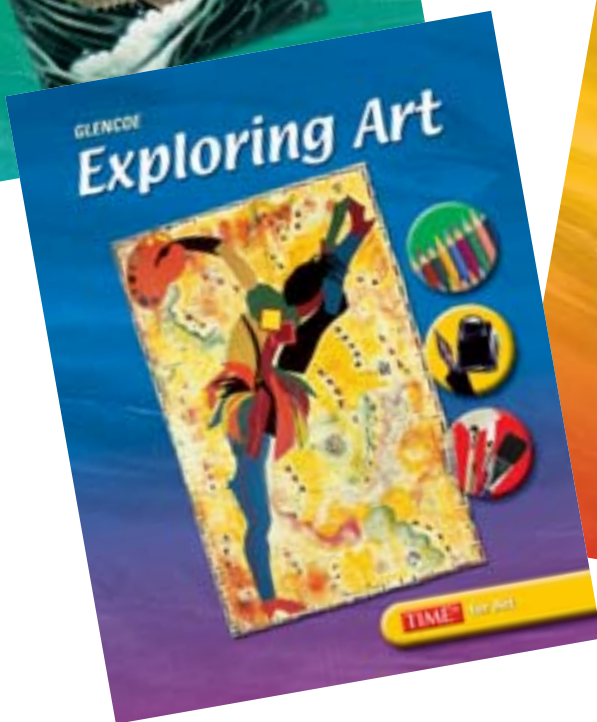
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Providing Standards-Based Education for California Visual Arts Programs

GLENCOE'S middle school visual arts program is structured around the belief that students learn best in a classroom that is engaging, meaningful, and focused on art as a core curriculum subject; one that is built on their everyday experiences and enriches their learning in all areas. This program aligns with visual arts content standards, is organized for both student and teacher, includes comprehensive assessment techniques, provides universal access to the arts, and offers support for the art teacher through a variety of instructional materials.





Alignment with Visual Arts Content Standards

Glencoe’s middle school art program is balanced in opportunities for students to learn, practice, and master content in each of the five unifying ideas of visual literacy—artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications. The *Exploring Art* program focuses on the content and skills required by the visual arts at grade seven, as described in the *Visual and Performing Arts Content Standards for California Public Schools*.

Students perceive and respond to works of art using the vocabulary of the visual arts. They create original works of art using a variety of media to communicate ideas and express emotions. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. They use the elements of art and principles of design to analyze artworks. Students learn about art-related careers and apply the skills and knowledge they have learned in the arts across subject areas and to real-world problems.



Raif-Finn Hestoft/Index Stock

Program Organization

Through informative narrative lessons and studio production activities, students develop the skills for looking at, interpreting, and creating works of art. In addition, they are provided opportunities to understand the meaning and components of visual culture in their environment.

Throughout the program, key concepts and main ideas are presented in accessible, easy-to-understand language. Students study works of art representing a variety of historical periods, cultures, art movements, and styles. Students also explore the development of the visual arts in past and present cultures throughout the world. Hands-on lessons guide students in creating original works of art using a variety of art media, tools, and techniques. Examples of fine art and exemplary student work provide background information and

motivation for creative expression. Student objectives, supplies, and step-by-step instructions are explained in a clear and straightforward way.

Assessment

Glencoe's middle school art program incorporates multiple tools for assessment. Aligned within the curriculum are entry-level, progress monitoring, and summative assessment opportunities. Students create artworks, conduct independent and group research, participate in class discussions, answer open-ended and multiple-choice review questions, reflect on completed projects, write critically and analytically, and develop portfolios of original works and writings.



Tom Stewart/CORBIS

Universal Access

Glencoe’s middle school art program incorporates differentiated instruction resources specifically designed to help students of every learning style and ability level succeed in the visual arts. Universal Access strategies are placed throughout the Teacher Wraparound Edition to aid in adapting content for students with special learning needs (e.g., at-risk, gifted, and physically or mentally challenged.)

A number of literacy strategies are incorporated into the student text to aid the development of English learners and reluctant readers and writers. Strategies help students monitor comprehension of content before, during, and after they have read a chapter. Writing prompts and activities are incorporated at every stage of the curriculum.



Frank Siteman/Getty Images

Instructional Planning and Support

Several different types of teacher classroom resources are included throughout the Glencoe middle school art program. The Teacher Wraparound Edition provides complete lesson plans, teaching suggestions, and supplemental information. A number of strategies for pacing lessons are included in the text. The Fine Art Transparencies and Fine Art Prints packages include additional full-color images and instructional and student materials and activities. A CD-ROM of the Teacher Wraparound Edition of *Exploring Art* includes various strategies to aid in the planning and development of your curriculum. An Online Learning Center and a new, interactive DVD-ROM titled *Art Interactions* extend the boundaries of the text, providing searchable image galleries, interactive student activities, prepared slideshows, and professional development materials for teachers.

Correlation of *Exploring Art © 2007* to the California Standards for the Visual and Performing Arts

Visual Arts Content Standards, Grade 7

Grade-Level Content Standards	Primary Citations	Supporting Citations
Component Strand 1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts		
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.		
<i>Develop Perceptual Skills and Visual Arts Vocabulary</i>		
1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.	<p>SE: 23, 47, 55, 69, 111, 113, 144, 151, 158, 160, 187, 236</p> <p>TWE: 13, 15, 23, 29, 40, 47, 49, 62, 63, 85, 89, 93, 96, 101, 115, 132, 135, 156, 169, 184, 190, 217, 233, 243, 251, 273</p> <p>TRB: 132, 143, 149</p>	<p>SE: 13, 16, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39, 40, 41, 43, 44, 48, 51, 52, 53, 54, 57, 59, 61, 62, 68, 71, 73, 78, 89, 94, 95, 97, 101, 105, 117, 121, 127, 129, 141, 143, 145, 151, 157, 159, 161, 169, 170, 171, 173, 175, 177, 185, 189, 191, 193, 205, 207, 209, 221, 223, 225, 235, 237, 239, 240, 241, 243, 257, 259, 262, 271, 273, 275</p> <p>TWE: 4, 5, 18, 21, 22, 23, 25, 26, 27, 29, 35, 36, 49, 55, 59, 62, 74, 97, 98, 99, 101, 119, 120, 132, 153, 154, 164, 167, 173, 176, 201, 221, 222, 225, 231, 234, 241, 246, 253, 256, 257, 265</p> <p>TRB: 120, 123–124, 126–127, 129, 136, 144–145</p> <p>TR: 1–4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, 69–72, 73–76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120</p> <p>P: 1–4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, 69–72, 73–76, 77–80</p>

SE: Student Edition **TWE:** Teacher Wraparound Edition **TRB:** Teacher Resource Binder
TR: Fine Art Transparencies **P:** Fine Art Prints **DVD:** Art Interactions DVD-ROM

Correlation to CA Visual Arts Content Standards, Grade 7

Grade-Level Content Standards	Primary Citations	Supporting Citations
1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.	SE: 55, 57, 205, 217, 251, 259 TWE: 54, 57, 217 TRB: 149, 293 DVD: Activity 6	SE: 54, 56 TWE: 56 TR: 49–52, 53–56, 61–64, 81–84, 85–88, 89–92, 93–96, 105–108, 109–112 P: 25–28
<i>Analyze Art Elements and Principles of Design</i>		
1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).	SE: 37, 39, 167, 259 TWE: 38 TRB: 125, 128	SE: 36–37, 169 TWE: 36, 39, 139, 142, 169, 258, 259, 298 TRB: 174 TR: 1–4, 21–24, 33–36, 41–44, 77–80, 81–84, 85–88 P: 13–16, 25–28, 33–36, 57–60, 61–64, 69–72
1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.	SE: 39, 105, 143, 173, 177, 223 TWE: 241 TRB: 177, 188, 190, 238	SE: 13, 33, 43, 51, 57, 61, 89, 101, 117, 121, 127, 141, 145, 157, 159, 161, 172, 175, 189, 191, 193, 205, 207, 209, 221, 225, 237, 239, 241, 243, 257, 259, 271, 273, 275 TWE: 33, 127, 139, 159, 180, 191, 221, 258 TR: 29–32, 61–64 P: 13–16
Component Strand 2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts		
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.		
<i>Skills, Processes, Materials, and Tools</i>		
2.1 Develop increasing skill in the use of at least three different media.	SE: 12–13, 126–127, 158–159, 236–237 TRB: 187–188, 189–190, 237–238, 340–341	SE: 11, 32–33, 38–39, 42–43, 50–51, 56–57, 60–61, 69, 88–89, 100–101, 104–105, 116–117, 120–121, 140–141, 142–143, 144–145, 156–157, 160–161, 172–173, 174–175, 176–177, 188–189, 190–191, 192–193, 204–205, 206–207, 208–209, 220–221, 222–223, 224–225, 236–237, 238–239, 240–241, 242–243, 254–255, 256–257, 258–259, 270–271, 272–273, 274–275, 282–292

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Correlation to CA Visual Arts Content Standards, Grade 7

Grade-Level Content Standards	Primary Citations	Supporting Citations
2.1 <i>(continued)</i>		<p>TWE: 7, 13, 16, 17, 18, 23, 24, 25, 26, 27, 30, 34, 36, 37, 39, 41, 43, 44, 50, 52, 54, 59, 64, 70, 71, 72, 74, 76, 77, 81, 82, 101, 103, 110, 121, 124, 131, 132, 137, 138, 139, 141, 142, 143, 145, 146, 148, 152, 153, 160, 161, 163, 164, 170, 172, 173, 174, 175, 177, 180, 186, 191, 195, 196, 202, 205, 206, 207, 212, 218, 223, 225, 228, 234, 246, 252, 256, 257, 258, 259, 262, 269, 271, 273, 275, 276, 277, 284, 286, 288, 289, 295, 296, 298, 301, 302, 305, 306</p> <p>TRB: 111–112, 139–140, 156–157, 203–204, 221–222, 256–257, 258–259, 273–274, 275–276, 290–291, 292–293, 311–312, 313–314, 322–323, 324–325</p> <p>TR: 5–8</p>
2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.	<p>SE: 258–259</p> <p>TWE: 259</p> <p>TRB: 125</p> <p>DVD: Activity 7</p>	<p>SE: 37, 38–39, 138–139</p> <p>TWE: 36, 142, 252, 298</p> <p>TRB: 128, 204, 207, 221–222</p>
2.3 Develop skill in using mixed media while guided by a selected principle of design.	<p>SE: 126–127, 192–193</p> <p>TWE: 71, 126</p> <p>TRB: 159, 234</p>	<p>SE: 12–13</p> <p>TWE: 27, 41, 44, 103, 205, 256, 275, 301</p> <p>TRB: 177, 189–190</p>
2.4 Develop skill in mixing paints and showing color relationships.	<p>SE: 32–33, 38–39, 100–101, 120–121, 172–173, 174–175</p> <p>TWE: 78, 100</p> <p>TRB: 237–238, 239</p>	<p>SE: 29, 31, 105, 116–117, 176–177, 204–205, 208–209, 285</p> <p>TWE: 33, 77, 79, 163, 170, 173, 175, 177, 180, 286</p> <p>TRB: 234</p>

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Correlation to CA Visual Arts Content Standards, Grade 7

Grade-Level Content Standards	Primary Citations	Supporting Citations
<i>Communication and Expression Through Original Works of Art</i>		
<p>2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.</p>	<p>SE: 60–61, 79, 220–221 TWE: 24, 30, 44, 64, 164 TRB: 189–190, 203–204, 292–293</p>	<p>SE: 12–13, 18, 19, 23, 25, 27, 31, 38–39, 42–43, 45, 56–57, 83, 88–89, 100–101, 104–105, 116–117, 120–121, 126–127, 139, 140–141, 142–143, 144–145, 147, 149, 156–157, 158–159, 160–161, 172–173, 176–177, 190–191, 192–193, 204–205, 206–207, 211, 222–223, 224–225, 236–237, 239, 256–257, 258–259, 270–271, 272–273</p> <p>TWE: 7, 10, 16, 17, 27, 36, 39, 41, 50, 52, 100, 103, 110, 121, 124, 132, 139, 143, 145, 146, 148, 152, 153, 163, 173, 177, 191, 195, 196, 201, 205, 207, 212, 218, 228, 252, 256, 258, 262, 271, 273, 275, 276, 286, 302, 305, 306, 314, 323</p> <p>TRB: 111–112, 113, 156–157, 221–222, 237–238, 256–257, 258–259, 273–274, 290–291, 322–323, 340–341</p> <p>TR: 5–8 P: 1–4, 65–68</p>
<p>2.6 Create an original work of art, using film, photography, computer graphics, or video.</p>	<p>SE: 32, 88–89, 188–189, 190–191, 192–193, 270–271, 272–273, 274–275 TWE: 272, 274 TRB: 256–257, 258–259, 340–341</p>	<p>SE: 13, 121, 145, 173, 175, 191, 205, 209, 271 TWE: 50, 84, 85, 143, 269, 277, 289, 295, 296, 298 TRB: 275–276 P: 73–76</p>
<p>2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.</p>	<p>SE: 143, 156–157, 193, 211 TWE: 162, 186 TRB: 159</p>	<p>TRB: 127, 190</p>

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Correlation to CA Visual Arts Content Standards, Grade 7

Grade-Level Content Standards	Primary Citations	Supporting Citations
Component Strand 3.0 Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts		
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.		
<i>Role and Development of the Visual Arts</i>		
3.1 Research and describe how art reflects cultural values in various traditions throughout the world.	SE: 41, 131, 213, 225 TWE: 16 TRB: 155, 191, 223, 279 DVD: Activity 8	SE: 10–11, 13, 46, 51, 54–55, 66–67, 81, 82, 116, 123–125, 130–131, 132, 150, 158–159, 163, 168, 178–179, 194–195, 226–227, 238, 244–245, 250–253 TWE: 9, 31, 33, 36, 37, 43, 52, 54, 55, 75, 80, 82, 86, 107, 116, 123, 129, 147, 170, 173, 179, 219, 222, 223, 227, 233, 237, 245, 267, 315 TRB: 205, 233, 260–261, 297, 298, 306 TR: 1–4, 5–8, 9–12, 25–28, 33–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 69–72, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112 P: 1–4, 5–8, 9–12, 17–20, 21–24, 77–80
<i>Diversity of the Visual Arts</i>		
3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.	SE: 45, 133, 165, 197, 247, 249 TWE: 81, 95, 234 TRB: 191, 196, 223 DVD: Activity 8	SE: 9, 71, 73, 74, 81, 86, 99, 113, 125, 129, 131, 132, 169, 170, 171, 194–195, 213, 226, 227, 235, 240, 256, 268 TWE: 7, 9, 12, 14, 26, 31, 35, 37, 56, 73, 74, 79, 99, 123, 147, 161, 177, 186, 202, 211, 216, 219, 223, 233, 237, 245, 253 TRB: 113, 175, 186, 233, 240, 260–261 TR: 9–12, 41–44, 65–68, 77–80, 81–84, 85–88, 93–96, 97–100, 105–108, 109–112, 113–116, 117–120 P: 77–80

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Correlation to CA Visual Arts Content Standards, Grade 7

Grade-Level Content Standards	Primary Citations	Supporting Citations
Component Strand 4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts		
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.		
<i>Derive Meaning</i>		
4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.	SE: 33, 61, 127, 141, 273 TWE: 195, 234 TRB: 112, 157, 274	SE: 159, 161, 207, 255 TWE: 33, 37, 127 TRB: 177, 188, 238 TR: 5–8, 49–52, 53–56, 61–64
4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.	SE: 16–17, 107, 108, 109, 199 TWE: 13, 14, 15, 67, 78, 85, 93, 115, 151, 169, 176, 185, 187, 199, 217, 233, 269, 273 TRB: 108, 172, 216	SE: 3, 7, 21, 22, 23, 33, 44, 48, 49, 52, 53, 55, 59, 62, 67, 68, 69, 74, 78, 93, 98–99, 102–103, 105, 106, 110, 113, 114, 116, 117, 121, 125, 127, 136, 141, 143, 145, 151, 157, 158, 159, 160, 161, 172, 173, 175, 176, 177, 178, 183, 187, 189, 190, 191, 192, 193, 199, 205, 207, 209, 211, 215, 221, 222, 223, 225, 231, 234, 237, 239, 241, 243, 255, 257, 259, 271, 273, 275 TWE: 5, 10, 11, 16, 18, 21, 22, 23, 26, 27, 29, 33, 35, 52, 61, 63, 81, 89, 92, 100, 108, 117, 119, 127, 129, 132, 137, 153, 154, 156, 157, 159, 161, 169, 171, 175, 177, 183, 186, 189, 190, 191, 193, 196, 200, 201, 203, 212, 215, 222, 225, 231, 241, 243, 245, 265, 267 TRB: 174, 178, 179, 180 TR: 1–4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, 45–48, 57–60, 65–68, 69–72, 73–76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120

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Correlation to CA Visual Arts Content Standards, Grade 7

Grade-Level Content Standards	Primary Citations	Supporting Citations
4.2 <i>(continued)</i>		P: 1–4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, 69–72, 73–76
Make Informed Judgments		
4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.	SE: 133 TWE: 51, 153, 185 TRB: 172, 180, 216, 310	SE: 33, 101, 128, 141, 223 TWE: 33, 39, 57, 61, 78, 83, 99, 101, 105, 106, 107, 109, 117, 118, 121, 127, 141, 143, 145, 148, 154, 157, 159, 161, 175, 189, 191, 193, 201, 207, 208, 209, 221, 225, 237, 241, 243, 259, 271, 273, 275 TRB: 178, 179 TR: 49–52, 53–56, 57–60, 113–116 P: 41–44, 45–48
4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.	SE: 101, 141, 223 TWE: 106, 108, 119 TRB: 172	SE: 33, 94–99, 101, 102–103, 105, 106–109, 117, 121, 127, 141, 143, 145, 157, 159, 161, 173, 175, 177, 189, 191, 193, 205, 207, 209, 221, 223, 225, 232, 237, 239, 241, 243, 255, 257, 259, 271, 273, 275 TWE: 39, 51, 57, 61, 105, 107, 109, 117, 118, 121, 129, 137, 141, 143, 157, 161, 175, 189, 191, 193, 207, 208, 209, 221, 225, 237, 241, 243, 245, 259, 271, 273, 275 TRB: 177, 178, 179, 180, 216 TR: 17–20, 33–36, 37–40, 41–44, 45–48, 57–60, 65–68, 69–72, 81–84, 89–92, 93–96, 97–100, 109–112, 113–116, 117–120
4.5 Identify what was done when a personal work of art was reworked and explain how those changes improve the work.	SE: 59, 121, 271 TWE: 69, 117 TRB: 190	SE: 27, 31, 39, 43, 51, 157, 159, 161, 241 TWE: 13, 51, 57, 85, 101, 144 TRB: 112, 157, 177, 188, 204, 222, 259, 293, 323, 325, 341

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Correlation to CA Visual Arts Content Standards, Grade 7

Grade-Level Content Standards	Primary Citations	Supporting Citations
Component Strand 5.0 Connections, Relationships, Applications: Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers		
<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>		
<i>Connections and Applications</i>		
<p>5.1 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.</p>	<p>SE: 111 TWE: 54 DVD: Activity 9</p>	<p>SE: 310, 311, 313, 314, 315, 316, 317, 319, 320, 321, 322, 323, 324 TWE: 130, 311, 315 TRB: 144, 145, 194, 341 TR: 21–24, 53–56, 61–64</p>
<p>5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.</p>	<p>SE: 117, 149 TWE: 124 TRB: 191</p>	<p>TWE: 146 TRB: 111–112, 194, 195, 233, 297, 306</p>
<i>Visual Literacy</i>		
<p>5.3 Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.</p>	<p>SE: 125, 183, 226 TWE: 102 TRB: 164 DVD: Activity 10</p>	<p>SE: 8–9, 268 TWE: 9, 12, 14, 26, 177 TRB: 112, 127 TR: 13–16</p>
<i>Careers and Career-Related Skills</i>		
<p>5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.</p>	<p>SE: 101, 213, 279 TWE: 146 TRB: 167</p>	<p>SE: 89, 143, 161, 200, 201, 202, 203, 205, 243, 255, 302, 303, 304, 305, 306, 307, 308 TWE: 5, 11, 43, 60, 70, 89, 108, 128, 145, 161, 193, 203, 209, 302, 303, 304, 307 TRB: 254–255, 269, 275–276, 283</p>

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California Visual Arts Content Standards Correlations, Grade 7 by Chapter

	Primary Citations	Supporting Citations
Chapter 1 – Art in Your World		TR: 1.1, 1.3, 2.1, 2.5, 3.1, 4.1, 4.2 P: 1.1, 1.3, 4.2
Lesson 1 pp. 2–5	TRB: 4.2	SE: 4.2 TWE: 1.1, 4.2, 5.4
Lesson 2 pp. 6–7		SE: 4.2 TWE: 2.1, 2.5, 3.2
Lesson 3 pp. 8–11	TRB: 4.1	SE: 1.4, 2.1, 3.1, 3.2, 5.3 TWE: 2.5, 3.1, 3.2, 4.2, 5.3, 5.4 TRB: 2.1, 2.5, 3.2, 4.5, 5.2, 5.3
Lesson 4 pp. 12–13	SE: 2.1 TWE: 1.1, 4.2	SE: 1.1, 1.4, 2.3, 2.5, 2.6, 3.1 TWE: 2.1, 3.2, 4.5, 5.3
Lesson 5 pp. 14–17	SE: 4.2 TWE: 1.1, 3.1, 4.2	SE: 1.1 TWE: 2.1, 2.5, 3.2, 4.2, 5.3
Chapter Review pp. 18–19		SE: 2.5 TWE: 1.1, 2.1, 4.2
Chapter 2 – The Elements of Art		TR: 1.1, 3.1, 3.2, 4.2, 5.3 P: 1.1, 1.3, 4.2
Lesson 1 pp. 20–23	SE: 1.1 TWE: 1.1, 2.5	SE: 4.2 TWE: 1.1, 2.1, 4.2
Lesson 2 pp. 24–27	TWE: 2.5	SE: 1.1, 2.5, 4.5 TWE: 1.1, 2.1, 2.3, 2.5, 3.2, 4.2, 5.3 TRB: 1.1
Lesson 3 pp. 28–31	TWE: 1.1, 2.5	SE: 1.1, 2.4, 2.7, 4.5 TWE: 1.1, 2.1, 3.1, 3.2, 4.2 TRB: 1.1

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 4 pp. 32–33	SE: 2.4, 2.6, 4.1	SE: 1.1, 1.4, 2.1, 4.2, 4.3, 4.4 TWE: 1.4, 2.4, 3.1, 4.1, 4.2, 4.3
Lesson 5 pp. 34–37	SE: 1.3 TRB: 1.3, 2.2	SE: 1.1, 1.3, 2.2 TWE: 1.1, 1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 4.1, 4.2 TRB: 1.1, 2.3, 2.7, 5.3
Lesson 6 pp. 38–39	SE: 1.3, 1.4, 2.4 TWE: 1.3	SE: 1.1, 2.1, 2.2, 2.5, 4.5 TWE: 1.3, 2.1, 2.5, 4.3, 4.4 TRB: 1.1
Lesson 7 pp. 40–41	SE: 3.1 TWE: 1.1	SE: 1.1 TWE: 2.1, 2.3, 2.5
Lesson 8 pp. 42–43		SE: 1.1, 1.4, 2.1, 2.5, 4.5 TWE: 2.1, 3.1, 5.4
Chapter Review pp. 44–45	SE: 3.2 TWE: 2.5 TRB: 1.1	SE: 1.1, 2.5, 4.2, 4.5 TWE: 2.1, 2.3
Chapter 3 –The Principles of Art	TRB: 1.1	TR: 1.1, 1.3, 4.2, 4.4, 5.1 P: 1.1, 1.3, 3.1, 3.2, 4.2
Lesson 1 pp. 46–49	SE: 1.1 TWE: 1.1	SE: 1.1, 3.1, 4.2 TWE: 1.1 TRB: 1.1
Lesson 2 pp. 50–51	TWE: 4.3	SE: 1.1, 1.4, 2.1, 3.1, 4.5 TWE: 2.1, 2.5, 2.6, 4.4, 4.5
Lesson 3 pp. 52–55	SE: 1.1, 1.2 TWE: 1.1, 1.2, 5.1	SE: 1.1, 3.1, 4.2 TWE: 1.1, 1.2, 2.1, 2.5, 3.1, 4.2
Lesson 4 pp. 56–57	SE: 1.2 TWE: 1.2	SE: 1.1, 1.2, 1.4, 2.1, 2.5 TWE: 1.2, 3.2, 4.3, 4.4, 4.5

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 5 pp. 58–59	SE: 4.5	SE: 1.1, 4.2 TWE: 1.1, 2.1 TRB: 2.1
Lesson 6 pp. 60–61	SE: 2.5, 4.1	SE: 1.1, 1.4, 2.1 TWE: 4.2, 4.3, 4.4, 5.4 TRB: 1.1, 5.1
Lesson 7 pp. 62–63	TWE: 1.1	SE: 1.1, 4.2 TWE: 1.1, 4.2
Chapter Review pp. 64–65	TWE: 2.5 TRB: 1.1, 1.2	TWE: 2.1
Chapter 4 – Exploring Art Media		TR: 1.1, 1.4, 3.1, 4.2 P: 1.1, 4.2
Lesson 1 pp. 66–69	TWE: 4.2, 4.5 TRB: 3.1	SE: 1.1, 2.1, 3.1, 4.2
Lesson 2 pp. 70–71	TWE: 2.3 TRB: 4.1	SE: 1.1, 3.2 TWE: 2.1, 5.4 TRB: 2.1, 2.5, 4.5
Lesson 3 pp. 72–75	TRB: 2.3, 2.7	SE: 1.1, 3.2, 4.2 TWE: 1.1, 2.1, 3.1, 3.2
Lesson 4 pp. 76–79	SE: 2.5 TWE: 2.4, 4.2	SE: 1.1, 4.2 TWE: 2.1, 2.4, 3.2, 4.3
Lesson 5 pp. 80–83	TWE: 3.2 TRB: 5.3	SE: 2.5, 3.1, 3.2 TWE: 2.1, 3.1, 4.2, 4.3
Lesson 6 pp. 84–87	TWE: 1.1, 4.2	SE: 3.2 TWE: 2.6, 3.1, 4.5

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 7 pp. 88–89	SE: 2.6 TWE: 1.1	SE: 1.1, 1.4, 2.1, 2.5, 5.4 TWE: 4.2, 5.4
Chapter Review pp. 90–91	TRB: 5.4	
Chapter 5 – Art Criticism and Aesthetics		TR: 1.1, 1.3, 3.1, 4.2, 4.4 P: 1.1, 3.1, 4.2, 4.3
Lesson 1 pp. 92–97	TWE: 1.1, 3.2, 4.2 TRB: 4.2, 4.3, 4.4	SE: 1.1, 4.2, 4.4 TWE: 1.1, 4.2
Lesson 2 pp. 98–99		SE: 3.2, 4.2, 4.4 TWE: 1.1, 3.2, 4.3 TRB: 1.3, 3.2, 4.2
Lesson 3 pp. 100–101	SE: 2.4, 4.4, 5.4 TWE: 1.1, 2.4	SE: 1.1, 1.4, 2.1, 2.5, 4.3, 4.4 TWE: 1.1, 2.1, 2.5, 4.2, 4.3, 4.5
Lesson 4 pp. 102–103	TWE: 5.3 TRB: 1.4	SE: 4.2, 4.4 TWE: 2.1, 2.3, 2.5 TRB: 2.1, 2.3, 4.1, 4.4, 4.5
Lesson 5 pp. 104–105	SE: 1.4	SE: 1.1, 2.1, 2.4, 2.5, 4.2, 4.4 TWE: 4.3, 4.4
Lesson 6 pp. 106–109	SE: 4.2 TWE: 4.4 TRB: 4.3	SE: 4.2, 4.4 TWE: 3.1, 4.2, 4.3, 4.4, 5.4 TRB: 4.2, 4.3, 4.4
Chapter Review pp. 110–111	SE: 1.1, 5.1	SE: 4.2 TWE: 2.1, 2.5
Chapter 6 – Art History and You		TR: 1.1, 1.3, 3.1, 3.2, 4.2, 4.4 P: 1.1, 1.3, 1.4, 4.2
Lesson 1 pp. 112–115	SE: 1.1 TWE: 1.1, 4.2	SE: 3.2, 4.2 TRB: 3.2

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 2 pp. 116–117	SE: 5.2 TWE: 4.5 TRB: 1.4, 2.1	SE: 1.1, 1.4, 2.1, 2.4, 2.5, 3.1, 4.2, 4.4 TWE: 3.1, 4.2, 4.3, 4.4 TRB: 4.1, 4.5
Lesson 3 pp. 118–119	TWE: 4.4 TRB: 1.4, 2.1, 2.5, 4.5	TWE: 1.1, 4.2, 4.3, 4.4 TRB: 2.3, 2.7
Lesson 4 pp. 120–121	SE: 2.4, 4.5	SE: 1.1, 1.4, 2.1, 2.5, 2.6, 4.2, 4.4 TWE: 1.1, 2.1, 2.5, 4.3, 4.4
Lesson 5 pp. 122–125	SE: 5.3 TWE: 5.2 TRB: 3.1, 3.2	SE: 3.1, 3.2, 4.2 TWE: 2.1, 2.5, 3.1, 3.2 TRB: 5.1, 5.2
Lesson 6 pp. 126–127	SE: 2.1, 2.3, 4.1 TWE: 2.3	SE: 1.1, 1.4, 2.5, 4.2, 4.4 TWE: 1.4, 4.1, 4.2, 4.3
Lesson 7 pp. 128–129		SE: 1.1, 3.2, 4.3 TWE: 3.1, 4.2, 4.4, 5.4
Connecting Art & Writing pp. 130–131	SE: 3.1	SE: 3.1, 3.2 TWE: 2.1, 5.1
Chapter Review pp. 132–133	SE: 3.2, 4.3 TWE: 1.1	SE: 3.1, 3.2 TWE: 1.1, 2.1, 2.5, 4.2
Chapter 7– Drawing		TR: 1.1, 1.2, 3.1, 4.1, 4.3, 5.1 P: 1.1, 4.2, 4.3
Lesson 1 pp. 134–139	TWE: 1.1, 4.2 TRB: 2.5	SE: 2.2, 2.5, 4.2 TWE: 1.3, 1.4, 2.1, 2.5, 4.4 TRB: 2.1, 2.2, 3.1, 4.5
Lesson 2 pp. 140–141	SE: 4.1, 4.4	SE: 1.1, 1.4, 2.1, 2.5, 4.2, 4.3, 4.4 TWE: 2.1, 4.3, 4.4

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 3 pp. 142–143	SE: 1.4, 2.7	SE: 1.1, 2.1, 2.5, 4.2, 4.4, 5.4 TWE: 1.3, 2.1, 2.2, 2.5, 2.6, 4.3, 4.4
Lesson 4 pp. 144–145	SE: 1.1	SE: 1.1, 1.4, 2.1, 2.5, 2.6, 4.2, 4.4. TWE: 2.1, 2.5, 4.3, 4.5, 5.4
Connecting Art & Writing pp. 146–147	TWE: 5.4	SE: 2.5 TWE: 2.1, 2.5, 3.1, 3.2, 5.2
Chapter Review pp. 148–149	SE: 5.2	SE: 2.5 TWE: 2.1, 2.5, 4.3
Chapter 8 – Printmaking		TR: 1.1, 1.2, 1.4, 3.1, 4.1, 4.2, 4.3, 4.4, 5.1 P: 1.1, 1.2, 1.3, 3.1, 3.2, 4.2
Lesson 1 pp. 150–155	SE: 1.1 TWE: 1.1, 4.2, 4.3 TRB: 4.2, 4.3	SE: 3.2, 4.2 TWE: 1.1, 2.1, 2.5, 4.2, 4.3 TRB: 4.4
Lesson 2 pp. 156–157	SE: 2.7 TWE: 1.1	SE: 1.1, 1.4, 2.1, 2.5, 4.4, 4.5 TWE: 4.2, 4.3, 4.4 TRB: 2.1, 2.2, 2.5
Lesson 3 pp. 158–159	SE: 1.1, 2.1 TRB: 3.1, 3.2	SE: 1.1, 1.4, 2.5, 3.1, 4.1, 4.2, 4.4, 4.5 TWE: 1.4, 4.2, 4.3, 4.5
Lesson 4 pp. 160–161	SE: 1.1	SE: 1.1, 1.4, 2.1, 2.5, 4.1, 4.2, 4.4, 4.5, 5.4 TWE: 2.1, 3.2, 4.2, 4.3, 4.4, 5.4
Connecting Art & Writing pp. 162–163	TWE: 2.7	SE: 3.1 TWE: 2.1, 2.4, 2.5
Chapter Review pp. 164–165	SE: 3.2 TWE: 2.5	TWE: 1.1, 2.1

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Chapter 9 – Painting		TR: 1.1, 3.1, 3.2, 4.2, 4.4 P: 1.1, 3.1, 4.2
Lesson 1 pp. 166–171	SE: 1.3 TWE: 1.1, 1.3, 4.2 TRB: 1.4, 2.1, 2.3, 2.4	SE: 1.1, 1.3, 3.1, 3.2 TWE: 1.1, 2.1, 2.4, 3.1, 4.2 TRB: 2.4, 2.5, 3.1, 3.2, 4.1, 5.2
Lesson 2 pp. 172–173	SE: 1.4, 2.4	SE: 1.1, 2.1, 2.5, 2.6, 4.2, 4.4 TWE: 1.1, 2.1, 2.4, 2.5, 3.1 TRB: 3.2
Lesson 3 pp. 174–175	SE: 2.4	SE: 1.1, 1.4, 2.1, 2.6, 4.2, 4.4 TWE: 2.1, 2.4, 4.2, 4.3, 4.4
Lesson 4 pp. 176–177	SE: 1.4 TWE: 4.2	SE: 1.1, 2.1, 2.4, 2.5, 4.2, 4.4 TWE: 1.1, 2.1, 2.4, 2.5, 3.2, 4.2, 5.3
Connecting Art & Writing pp. 178–179		SE: 3.1, 4.2 TWE: 3.1
Chapter Review pp. 180–181		SE: 3.2 TWE: 1.4, 2.1, 2.4
Chapter 10 – Photography		TR: 1.1, 1.3, 3.1, 3.2, 4.2 P: 1.1, 2.5, 4.2
Lesson 1 pp. 182–187	SE: 1.1, 5.3 TWE: 1.1, 2.7, 4.2, 4.3 TRB: 2.6	SE: 4.2 TWE: 2.1, 3.2, 4.2 TRB: 2.1, 2.5, 5.4
Lesson 2 pp. 188–189	SE: 2.6 TRB: 2.6	SE: 1.1, 1.4, 2.1, 4.2, 4.4 TWE: 4.2, 4.3, 4.4 TRB: 2.1, 2.5, 4.5
Lesson 3 pp. 190–191	SE: 2.6 TWE: 1.1	SE: 1.1, 1.4, 2.1, 2.5, 2.6, 4.2, 4.4 TWE: 1.4, 2.1, 2.5, 4.2, 4.3, 4.4

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 4 pp. 192–193	SE: 2.3, 2.6, 2.7	SE: 1.1, 1.4, 2.1, 2.5, 4.2, 4.4 TWE: 4.2, 4.3, 4.4, 5.4 TRB: 3.1, 3.2
Connecting Art & Social Studies pp. 194–195	TWE: 4.1	SE: 3.1, 3.2 TWE: 2.1, 2.5
Chapter Review pp. 196–197	SE: 3.2	TWE: 2.1, 2.5, 4.2
Chapter 11 – Graphic Design		TRB: 5.3 TR: 1.1, 1.2, 1.3, 3.1, 3.2, 4.2, 4.4 P: 1.1, 3.1, 4.2
Lesson 1 pp. 198–203	SE: 4.2 TWE: 4.2 TRB: 4.1	SE: 4.2, 5.4 TWE: 1.1, 2.1, 2.5, 3.2, 4.2, 4.3, 5.4 TRB: 2.1, 2.5, 2.6, 5.4
Lesson 2 pp. 204–205	SE: 1.2	SE: 1.1, 1.4, 2.1, 2.4, 2.5, 2.6, 4.2, 4.4, 5.4 TWE: 2.1, 2.3, 2.5
Lesson 3 pp. 206–207	TRB: 3.1	SE: 1.1, 1.4, 2.1, 2.5, 4.1, 4.2, 4.4 TWE: 2.1, 2.5, 4.3, 4.4
Lesson 4 pp. 208–209		SE: 1.1, 1.4, 2.1, 2.4, 2.6, 4.2, 4.4 TWE: 4.3, 4.4, 5.4
Connecting Art & Social Studies pp. 210–211	SE: 2.7	SE: 2.5, 4.2 TWE: 3.2
Chapter Review pp. 212–213	SE: 3.1, 5.4	SE: 3.2, TWE: 2.1, 2.5, 4.2 TRB: 5.4

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Chapter 12 – Sculpture		TR: 1.1, 1.2, 3.1, 3.2, 4.2, 4.4 P: 1.1, 2.5, 3.1, 4.2
Lesson 1 pp. 214–219	SE: 1.2 TWE: 1.1, 1.2, 4.2 TRB: 1.2, 2.5	SE: 4.2 TWE: 2.1, 2.5, 3.1, 3.2, 4.2 TRB: 2.1, 2.5, 3.1, 4.5, 5.2
Lesson 2 pp. 220–221	SE: 2.5	SE: 1.1, 1.4, 2.1, 4.2, 4.4 TWE: 1.1, 1.4, 4.3, 4.4
Lesson 3 pp. 222–223	SE: 1.4, 4.4	SE: 1.1, 2.1, 2.5, 4.2, 4.3, 4.4 TWE: 1.1, 2.1, 3.1, 3.2, 4.2
Lesson 4 pp. 224–225	SE: 3.1	SE: 1.1, 1.4, 2.1, 2.5, 4.2, 4.4 TWE: 1.1, 2.1, 4.2, 4.3, 4.4, 5.4
Connecting Art & Social Studies pp. 226–227	SE: 5.3	SE: 3.1, 3.2 TWE: 3.1 TRB: 3.1
Chapter Review pp. 228–229		TWE: 2.1, 2.5
Chapter 13 – Crafts		TR: 1.1, 3.1, 3.2, 4.2, 4.4 P: 1.1, 3.1, 4.2
Lesson 1 pp. 230–235	TWE: 1.1, 3.2, 4.1, 4.2 TRB: 4.3	SE: 1.1, 3.2, 4.2, 4.4 TWE: 1.1, 2.1, 3.1, 3.2, 4.2 TRB: 3.1, 5.2
Lesson 2 pp. 236–237	SE: 1.1, 2.1	SE: 1.1, 1.4, 2.1, 2.5, 4.2, 4.4 TWE: 3.1, 3.2, 4.3, 4.4
Lesson 3 pp. 238–239		SE: 1.1, 1.4, 2.1, 2.5, 4.4, 3.1, 4.2 TRB: 2.1
Lesson 4 pp. 240–241	TWE: 1.4	SE: 1.1, 1.4, 2.1, 3.2, 4.2, 4.4, 4.5 TWE: 1.1, 4.2, 4.3, 4.4

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 5 pp. 242–243	TWE: 1.1	SE: 1.4, 2.1, 4.2, 4.4, 5.4 TWE: 4.2, 4.3, 4.4
Connecting Art & Social Studies pp. 244–245		SE: 3.1 TWE: 3.1, 3.2, 4.2, 4.4 TRB: 2.1
Chapter Review pp. 246–247	SE: 3.2	SE: 1.1 TWE: 1.1, 2.1
Chapter 14 – Architecture		TR: 1.1, 1.2, 3.1, 3.2, 4.2, 4.4 P: 1.1, 4.2, 4.3
Lesson 1 pp. 248–253	SE: 1.2, 3.2 TWE: 1.1	SE: 1.1, 3.1 TWE: 1.1, 2.1, 2.2, 2.5, 3.2 TRB: 2.1, 2.5, 4.5
Lesson 2 pp. 254–255		SE: 2.1, 4.1, 4.2, 4.4, 5.4 TRB: 2.1, 2.5, 4.5
Lesson 3 pp. 256–257		SE: 1.1, 1.4, 2.1, 2.5, 3.2, 4.2, 4.4 TWE: 1.1, 2.1, 2.3, 2.5
Lesson 4 pp. 258–259	SE: 1.2, 1.3, 2.2 TWE: 2.1	SE: 1.4, 2.1, 2.5, 4.2, 4.4 TWE: 1.3, 1.4, 2.1, 2.5, 4.3, 4.4
Connecting Art & Science pp. 260–261		
Chapter Review pp. 262–263		TWE: 2.1, 2.5
Chapter 15 – Film, Video, and Digital Art		TR: 1.1, 3.2, 4.2, 4.3, 4.4 P: 1.1, 2.6, 4.2
Lesson 1 pp. 264–267		SE: 1.1 TWE: 1.1, 3.1, 4.2

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 2 pp. 268–269	TWE: 4.2 TRB: 2.1, 2.6	SE: 3.2, 5.3 TWE: 2.1, 2.6 TRB: 2.5, 4.5, 5.1
Lesson 3 pp. 270–271	SE: 2.6, 4.5	SE: 1.4, 2.1, 2.5, 2.6, 4.2, 4.4 TWE: 2.1, 2.5, 4.3, 4.4
Lesson 4 pp. 272–273	SE: 2.6, 4.1 TWE: 1.1, 2.6, 4.2	SE: 1.4, 2.1, 2.5, 4.2, 4.4 TWE: 2.1, 2.5, 4.3, 4.4
Lesson 5 pp. 274–275	SE: 2.6 TWE: 2.6	SE: 1.4, 2.1, 4.2, 4.4 TWE: 2.1, 2.3, 2.5, 4.3, 4.4
Connecting Art & Mathematics pp. 276–277		TWE: 2.1, 2.5, 2.6
Chapter Review pp. 278–279	SE: 5.4	
Handbook		
Technique Tips pp. 282–292		SE: 2.1, 2.4 TWE: 2.1, 2.4, 2.5, 2.6
Digital Media Guide pp. 293–301		TWE: 1.1, 2.1, 2.2, 2.3, 2.6
Career Spotlights pp. 302–308		SE: 5.4 TWE: 2.1, 2.5, 5.4
Artsource pp. 309–324		SE: 5.1 TWE: 2.5, 3.1, 5.1

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Correlation of *Exploring Art © 2007* to the California Standards for English-Language Arts

English-Language Arts Content Standards, Grade 7

Grade-Level Content Standards	Citations
Reading	
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	
<p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p>	
<i>Vocabulary and Concept Development</i>	
<p>1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p>	<p>TWE: 4, 8, 15, 38, 137, 153, 156, 184, 188, 205, 217, 264, 266–267</p>
<p>1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p>	<p>SE: 3, 7, 11, 17, 19, 21, 23, 27, 31, 37, 41, 45, 47, 49, 55, 59, 63, 65, 79, 83, 91, 93, 97, 99, 103, 109, 111, 115, 119, 125, 129, 133, 135, 139, 149, 155, 165, 171, 181, 187, 197, 213, 229, 231, 235, 247, 253, 263, 267, 269, 279, 310, 312, 313</p> <p>TWE: 4, 6, 21, 25, 29, 35, 46, 48, 53, 62, 63, 66, 73, 81, 85, 87, 93, 95, 98, 113, 116, 118, 123, 124, 125, 128, 130, 140, 169, 178, 201, 205, 206, 217, 220, 233, 236, 238, 240, 251, 254, 257, 266–267, 268, 272, 276</p> <p>TRB: 107, 108, 115, 119, 122, 125, 129, 130, 131–132, 135, 144–145, 147–149, 153, 165–167, 171, 181–182, 185, 192, 197–198, 201, 210, 211–212, 215, 225–227, 231, 243–245, 263–265, 269, 282–283, 287, 299–300, 303, 307, 315–316, 319, 327, 331–332, 343–344</p> <p>P: 42, 74, 78</p>
2.0 Reading Comprehension (Focus on Informational Materials)	
<p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.</p>	

SE: Student Edition **TWE:** Teacher Wraparound Edition **TRB:** Teacher Resource Binder
TR: Fine Art Transparencies **P:** Fine Art Prints **DVD:** Art Interactions DVD-ROM

Correlation to CA English-Language Arts Content Standards, Grade 7

Grade-Level Content Standards	Citations
<i>Structural Features of Informational Materials</i>	
2.2 Locate information by using a variety of consumer, workplace, and public documents.	<p>SE: 19, 43, 57, 75, 89, 91, 101, 109, 111, 129, 132, 133, 143, 148, 149, 159, 161, 164, 165, 180, 181, 189, 196, 197, 205, 213, 223, 227, 229, 239, 243, 245, 255, 261, 263, 275, 278, 279, 316</p> <p>TWE: 5, 9, 16, 33, 37, 39, 41, 43, 53, 54, 55, 61, 69, 71, 73, 74, 75, 79, 80, 82, 84, 86, 87, 99, 103, 107, 108, 116, 122, 124, 125, 127, 130, 135, 141, 143, 146, 147, 153, 154, 155, 157, 161, 170, 173, 179, 185, 187, 189, 193, 205, 210, 219, 223, 225, 227, 233, 234, 237, 239, 242, 244–245, 251, 253, 257, 259, 270, 307</p> <p>TRB: 111–112, 145, 155, 191, 194, 217, 222, 233, 261, 262, 275, 297, 306, 310, 326, 341, 342</p> <p>TR: 2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 70, 74, 78, 86, 90, 94, 102, 106, 110, 114</p> <p>P: 2, 6, 10, 30, 46, 50, 54, 62, 70, 78</p> <p>DVD: Activities 2, 9, 14, 15</p>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
2.5 Understand and explain the use of a simple mechanical device by following technical directions.	<p>SE: 133</p> <p>TWE: 89, 154</p> <p>TRB: 262</p>
3.0 Literary Response and Analysis	
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	<p>SE: 131, 159</p> <p>TR: 6</p> <p>DVD: Activity 13</p>
Writing	
1.0 Writing Strategies	
Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	

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Grade-Level Content Standards	Citations
<i>Organization and Focus</i>	
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	SE: 212 TWE: 66, 112, 164, 214
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	SE: 3, 110 TWE: 102, 150, 164, 196, 228, 262 TRB: 198 P: 34 DVD: Activities 10, 13
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	SE: 91, 148, 212, 262 DVD: Activities 10, 13
<i>Research and Technology</i>	
1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	SE: 19, 75, 117, 129, 132, 133, 148, 149, 159, 164, 165, 180, 181, 197, 213, 225, 227, 245, 261, 263, 279, 316 TWE: 5, 16, 43, 75, 116, 124, 127, 130, 135, 147, 154, 155, 170, 171, 173, 185, 187, 189, 205, 223, 227, 233, 237, 244–245, 253, 257, 259, 270, 278 TRB: 145, 155, 191, 194, 217, 223, 233, 262, 297, 306, 310, 341 TR: 2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 74, 78, 86, 90, 94, 102, 106, 110, 114 P: 2, 10, 50, 54, 62, 70, 78 DVD: Activities 2, 9, 14
<i>Evaluation and Revision</i>	
1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	SE: 44, 64, 164, 228 TWE: 18, 196, 212 TR: 82
2.0 Writing Applications (Genres and Their Characteristics)	
Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	
Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:	

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Grade-Level Content Standards	Citations
2.1 Write fictional or autobiographical narratives:	
<p>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</p> <p>b. Develop complex major and minor characters and a definite setting.</p> <p>c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</p>	<p>SE: 173, 212, 311, 316, 317, 318</p> <p>TWE: 11, 58, 149, 169, 217, 231, 271</p> <p>TR: 66, 82; Transparencies 2, 3, 9, 10, 11, 13, 16, 22</p> <p>P: 30, 54, 62, 70</p>
2.2 Write responses to literature:	
<p>a. Develop interpretations exhibiting careful reading, understanding, and insight.</p> <p>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</p> <p>c. Justify interpretations through sustained use of examples and textual evidence.</p>	<p>SE: 13</p> <p>TR: 6</p>
2.3 Write research reports:	
<p>a. Pose relevant and tightly drawn questions about the topic.</p> <p>b. Convey clear and accurate perspectives on the subject.</p> <p>c. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries).</p> <p>d. Document reference sources by means of footnotes and a bibliography.</p>	<p>SE: 75, 165, 261</p> <p>TWE: 187, 189, 245</p> <p>TRB: 262, 297, 306</p>
2.4 Write persuasive compositions:	
<p>a. State a clear position or perspective in support of a proposition or proposal.</p> <p>b. Describe the points in support of the proposition, employing well-articulated evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments.</p>	<p>SE: 21, 33, 45, 57, 59, 64, 67, 69, 90, 93, 110, 113, 121, 135, 147, 151, 164, 165, 167, 177, 181, 196, 197, 199, 213, 215, 225, 228, 231, 247, 249, 262, 263, 265</p> <p>TWE: 2, 3, 10, 20, 29, 31, 35, 36, 46, 67, 79, 80, 92, 102, 112, 113, 150, 305</p> <p>TRB: 116, 164, 223, 227, 276–277</p> <p>TR: 18, 62; Transparencies 8, 29</p> <p>P: 34, 78</p> <p>DVD: Activities 5, 11, 13, 15</p>
2.5 Write summaries of reading materials:	
<p>a. Include the main ideas and most significant details.</p> <p>b. Use the student's own words, except for quotations.</p> <p>c. Reflect underlying meaning, not just the superficial details.</p>	<p>SE: 19, 45, 67, 91, 109, 111, 149, 151, 165, 181, 197, 213, 215, 229, 247, 249, 263, 279</p> <p>TWE: 52, 69, 75, 211</p> <p>TRB: 217</p> <p>TR: 38, 94, 110</p> <p>P: 46, 78</p>

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Grade-Level Content Standards	Citations
<p style="text-align: center;">Written and Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p>	
<p>1.0 Written and Oral English Language Conventions</p>	
<p>Students write and speak with a command of standard English conventions appropriate to the grade level.</p>	
<p><i>Grammar</i></p>	
<p>1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p>	<p>TWE: 2, 66, 93, 112, 134, 167, 182, 215, 228, 230, 248, 264, 307, 311</p>
<p><i>Capitalization</i></p>	
<p>1.6 Use correct capitalization.</p>	<p>TWE: 248</p>
<p style="text-align: center;">Listening and Speaking</p>	
<p>1.0 Listening and Speaking Strategies</p>	
<p>Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.</p>	
<p><i>Comprehension</i></p>	
<p>1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p>	<p>SE: 181, 229 TWE: 78 P: 74</p>
<p>1.3 Respond to persuasive messages with questions, challenges, or affirmations.</p>	<p>SE: 246 P: 34</p>
<p><i>Organization and Delivery of Oral Communication</i></p>	
<p>1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.</p>	<p>SE: 246 TWE: 9</p>
<p>1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.</p>	<p>SE: 213 TWE: 131, 152 TR: 82</p>

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Grade-Level Content Standards	Citations
<i>Analysis and Evaluation of Oral and Media Communications</i>	
1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener.	TWE: 179 DVD: Activity 14
1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.	TWE: 211 DVD: Activity 14
2.0 Speaking Applications (Genres and Their Characteristics)	
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	
Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:	
2.2 Deliver oral summaries of articles and books:	
a. Include the main ideas of the event or article and the most significant details. b. Use the student’s own words, except for material quoted from sources. c. Convey a comprehensive understanding of sources, not just superficial details.	TWE: 137, 152, 239 TR: 26
2.3 Deliver research presentations:	
a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader’s Guide to Periodical Literature</i> , computer databases, magazines, newspapers, dictionaries). d. Cite reference sources appropriately.	TWE: 9, 16, 33, 43, 54, 71, 86, 107, 111, 116, 130, 147, 170, 173, 185, 187, 189, 223, 233, 237, 245, 259, 311 TRB: 145, 155, 194, 341 TR: 6, 22, 30, 54, 62, 70 P: 10, 50, 54, 62 DVD: Activities 9, 14
2.4 Deliver persuasive presentations:	
a. State a clear position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence.	SE: 246 TWE: 5, 9, 147 TR: 50

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