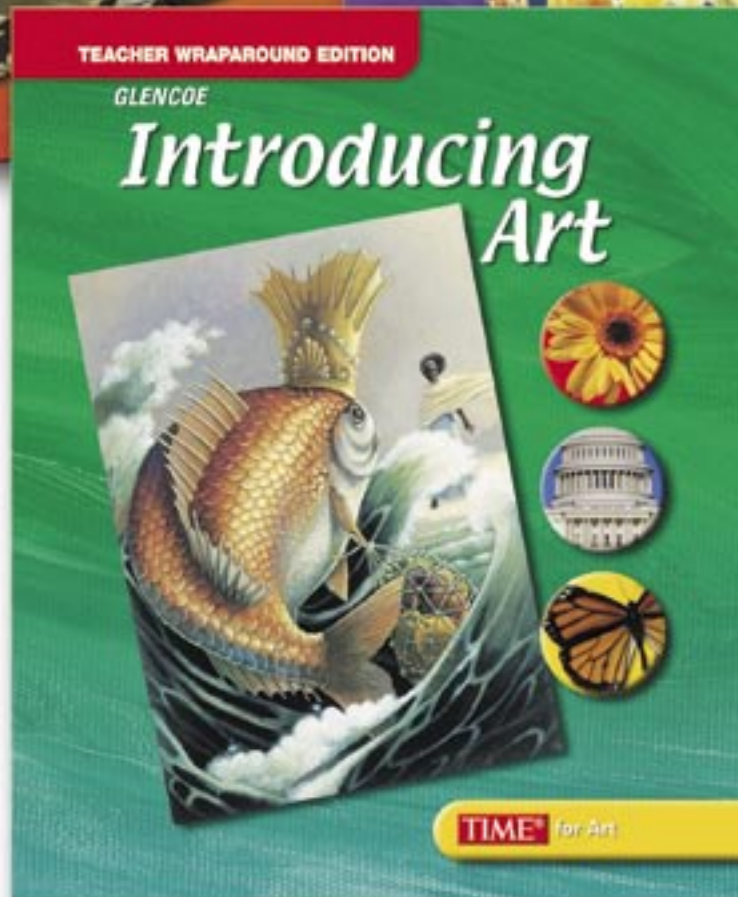
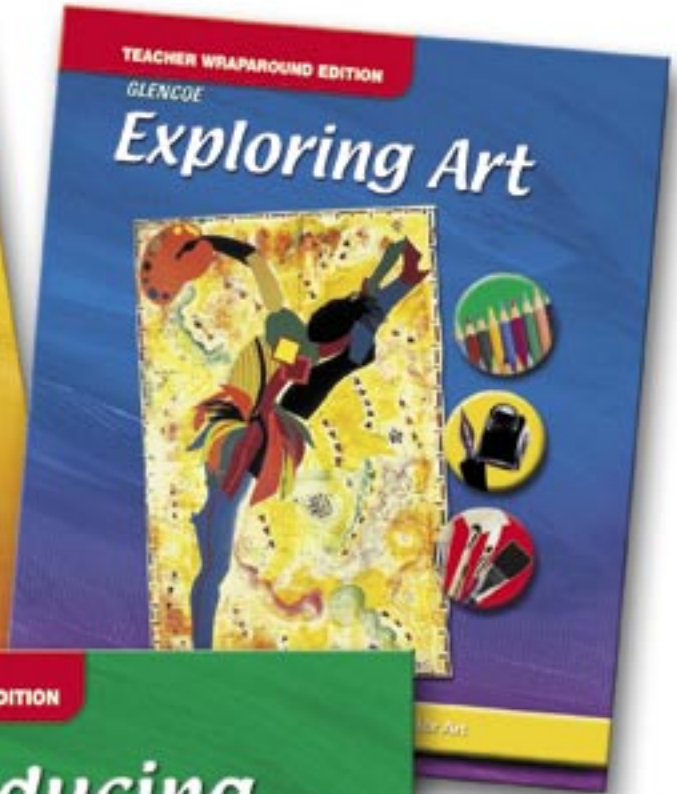
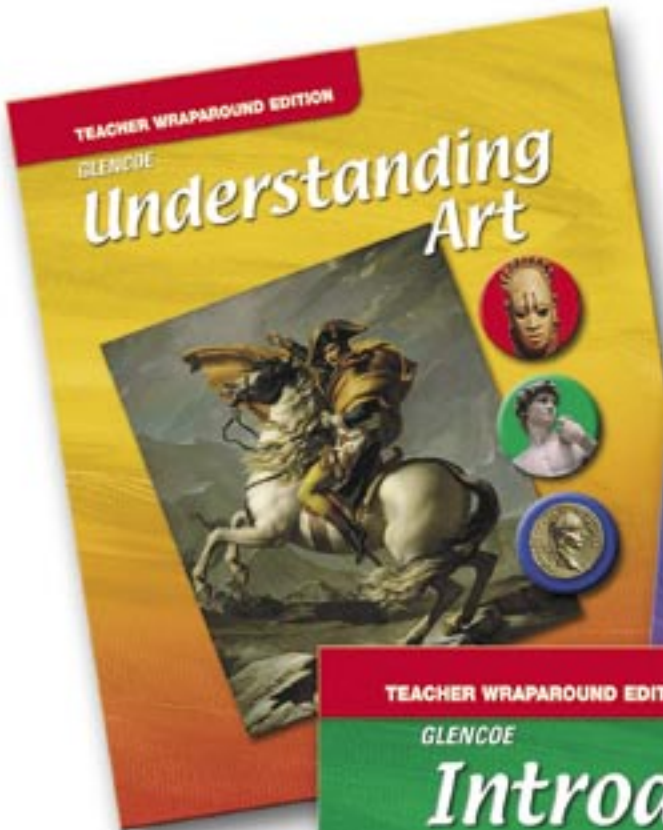


# Teacher Standards Guide



for Introducing Art



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Printed in the United States of America.

Send all inquiries to:  
Glencoe/McGraw-Hill  
21600 Oxnard Street, Suite 500  
Woodland Hills, CA 91367

ISBN-13: 978-0-07-875638-2  
ISBN-10: 0-07-875638-3

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# *Teacher Standards Guide*

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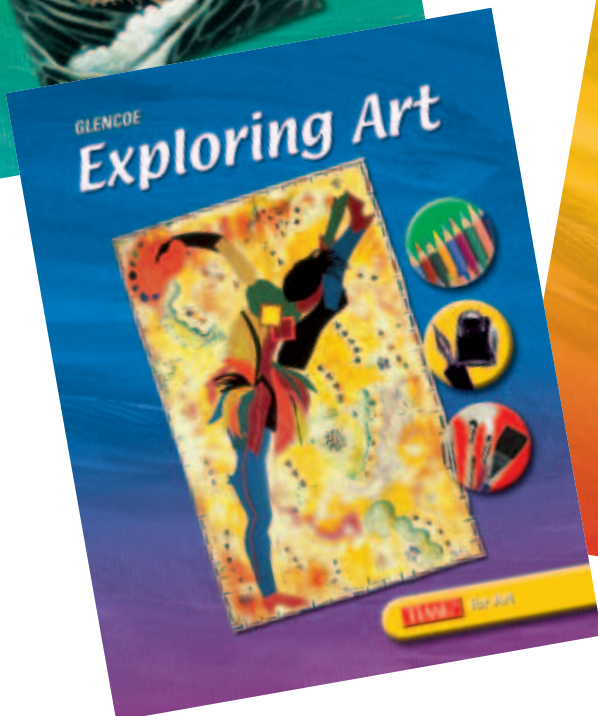
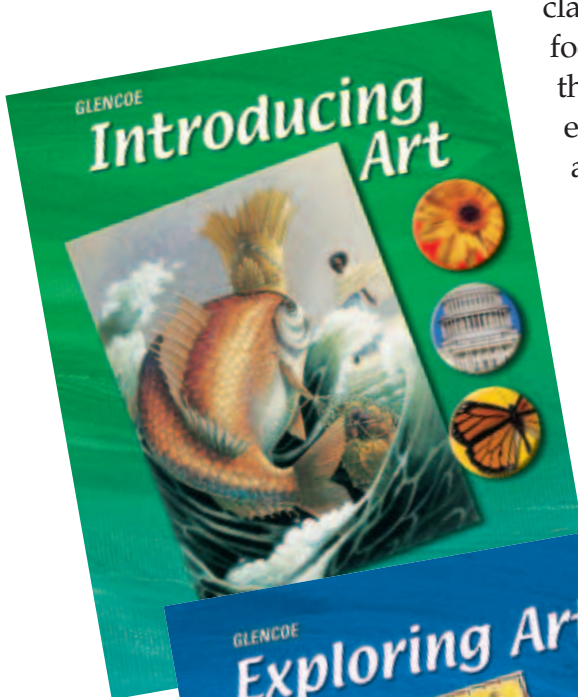
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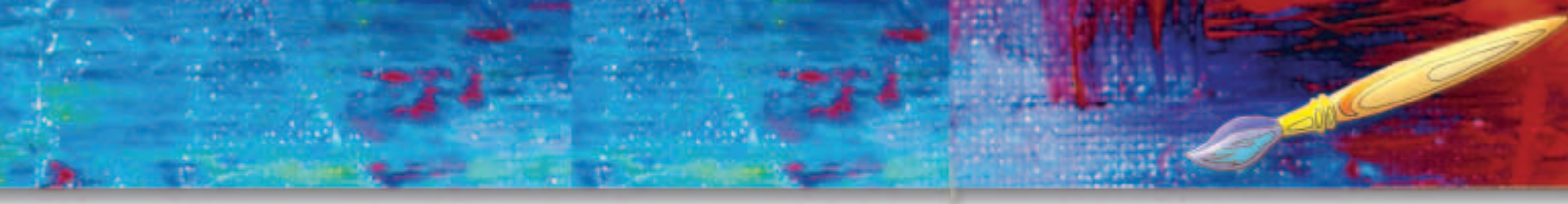


**Glencoe**

# 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.





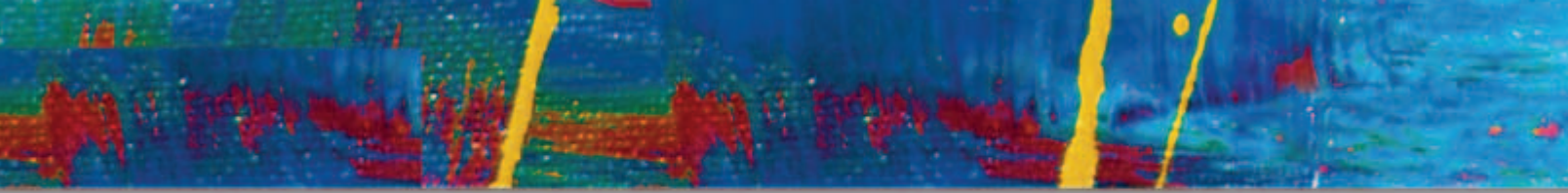
## Alignment with Visual Arts Content Standards

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 *Introducing Art* program focuses on the content and skills required by the visual arts at grade six, 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 *Introducing 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 *Introducing Art © 2007* to the California Standards for the Visual and Performing Arts

## Visual Arts Content Standards, Grade 6

Grade-Level Content Standards	Primary Citations	Supporting Citations
<b>Component Strand 1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</b>		
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>		
<b>1.1</b> Identify and describe all the elements of art found in selected works of art (color, shape/form, line, texture, space, and value).	<b>SE:</b> 23, 29, 31, 41, 49, 67, 97, 121, 133, 145, 159, 197, 201, 231, 239, 253 <b>TWE:</b> 24, 28, 40, 67, 69, 78, 94, 105, 126, 137, 145, 153, 155, 159, 173, 201, 222, 223, 235, 239 <b>TRB:</b> 123–124, 189, 190–191, 219, 229, 248, 253, 264, 269, 270, 275, 277–278, 281–282, 283, 294, 296, 300, 311, 319, 322, 339, 347, 350, 354, 366	<b>SE:</b> 3, 16, 19, 22, 24, 26, 28, 33, 35, 45, 46, 48, 57, 61, 69, 76, 79, 84, 99, 101, 102, 115, 137, 155, 171, 172, 173, 179, 199, 200, 203, 213, 232, 241, 247, 249, 259 <b>TWE:</b> 45, 80, 97, 122, 132, 133, 171, 178, 185, 186, 200, 209, 259, 265, 271 <b>TRB:</b> 125, 127–128, 129, 131–132, 133, 134, 136, 138–139, 140–142, 152, 154–155, 156, 157, 171–172, 180, 193–194, 227, 228, 233–234, 240–243, 251, 260–262, 279, 286, 287, 332, 356, 357–358, 366, 367–368 <b>TR:</b> 1–4, 5–8, 9–12, 13–16, 17–20, 21–24, 29–32, 33–36, 37–40, 41–44, 45–48, 49–52, 53–56, 61–64, 85–88, 89–92 <b>P:</b> 13–16, 17–20, 29–32, 33–36, 49–52, 53–56, 61–64, 69–72, 73–76
<i>Analyze Art Elements and Principles of Design</i>		
<b>1.2</b> Discuss works of art as to theme, genre, style, idea, and differences in media.	<b>SE:</b> 13, 31, 53, 59, 119, 239, 253 <b>TWE:</b> 30, 61, 87, 92, 100, 103, 157, 183, 209, 253	<b>SE:</b> 9, 18, 22, 35, 41, 44, 54, 55, 61, 68, 73, 92, 95, 96, 100, 101, 118, 124, 129, 135, 158, 169, 172, 208, 210, 214, 220, 241, 245, 248, 256, 257, 259, 261, 265, 310, 315, 320

**SE:** Student Edition    **TWE:** Teacher Wraparound Edition    **TRB:** Teacher Resource Binder  
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## Correlation to CA Visual Arts Content Standards, Grade 6

Grade-Level Content Standards	Primary Citations	Supporting Citations
<b>1.2</b> <i>(continued)</i>	<b>TRB:</b> 111–112, 117–118, 213–214, 227, 248, 267, 319, 321, 322, 341, 361, 374	<b>TWE:</b> 9, 13, 16, 22, 23, 31, 42, 43, 45, 47, 49, 55, 56, 59, 69, 75, 77, 84, 91, 111, 177, 188, 202, 203, 211, 221, 227, 259, 310, 312, 313 <b>TRB:</b> 110, 163–164, 165–166, 169–170, 214, 219, 222, 228, 229–230, 233–234, 240–241, 246–247, 249–250, 261–262, 263, 266, 270, 277–278, 283, 287, 307, 310, 332, 339, 365 <b>TR:</b> 13–16, 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, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120 <b>P:</b> 1–4, 5–8, 9–12, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 65–68, 73–76, 77–80
<b>1.3</b> Describe how artists can show the same theme by using different media and styles.	<b>SE:</b> 107, 119, 120, 123, 265 <b>TWE:</b> 47, 83, 103, 113, 118, 120, 122, 123, 134, 138, 139, 184, 247, 258 <b>TRB:</b> 227, 235, 240, 248, 258, 262, 273	<b>SE:</b> 37, 58, 139, 153, 161 <b>TWE:</b> 8, 25, 29, 112, 113, 114, 121, 131, 135, 153, 161, 169, 173, 181, 259 <b>TRB:</b> 148–149, 169–170, 173–174, 209–210, 228, 330–331 <b>TR:</b> 89–92, 93–96, 117–120
<b>1.4</b> Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, and radial).	<b>SE:</b> 39, 41, 67, 79, 99, 137, 141, 157, 201, 231, 239, 249 <b>TWE:</b> 36, 136, 201, 230, 235 <b>TRB:</b> 244–245, 249–250, 270, 285, 347, 355	<b>SE:</b> 38, 76, 78, 107, 113, 191, 235 <b>TWE:</b> 37, 39, 67, 137, 141 <b>TRB:</b> 145–146, 147, 148–149, 277–278, 367–368 <b>TR:</b> 17–20, 73–76, 77–80, 105–108 <b>P:</b> 13–16, 41–44

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## Correlation to CA Visual Arts Content Standards, Grade 6

Grade-Level Content Standards	Primary Citations	Supporting Citations
<b>Component Strand 2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts</b>		
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>		
<b>2.1</b> Use various observational drawing skills to depict a variety of subject matter.	<b>SE:</b> 29, 31, 39, 40, 57, 116, 132, 154, 158, 175, 182, 210, 229, 230, 239, 278, 279, 280 <b>TWE:</b> 39, 56, 96, 114, 116, 136, 144, 158, 174, 178, 182, 200, 210, 228, 230, 231, 252, 253 <b>TRB:</b> 173–174, 330–331, 367–368	<b>SE:</b> 145, 196, 200, 201, 253 <b>TWE:</b> 135, 196, 278 <b>TRB:</b> 244–245, 268–269, 317–318 <b>TR:</b> 21–24, 49–52, 33–36, 53–56, 57–60, 69–72, 73–76, 85–88, 101–104, 105–108, 109–112, 113–116, 117–120
<b>2.2</b> Apply the rules of two-point perspective in creating a thematic work of art.	<b>SE:</b> 176 <b>TWE:</b> 176, 211 <b>TRB:</b> 215–216, 284 <b>DVD:</b> Activity 1	<b>TRB:</b> 268–269
<b>2.3</b> Create a drawing, using varying tints, shades, and intensities.	<b>SE:</b> 21, 113, 115, 116, 121, 239, 279, 281, 282 <b>TWE:</b> 19, 22, 23, 40, 56, 57, 112, 116, 120, 164, 186, 238 <b>TRB:</b> 208–209	<b>SE:</b> 278 <b>TWE:</b> 20, 26, 292, 293, 294 <b>TRB:</b> 138–139, 154–155, 243, 244–245, 253, 268–269 <b>TR:</b> 85–88, 105–108, 109–112, 113–116, 117–120
<i>Communication and Expression Through Original Works of Art</i>		
<b>2.4</b> Create increasingly complex original works of art reflecting personal choices and increased technical skill.	<b>SE:</b> 40, 66, 137, 170, 197, 200, 248 <b>TWE:</b> 48, 56, 66, 122, 136, 170, 172, 200, 218, 246, 256, 257, 268, 274 <b>TRB:</b> 231, 284, 340, 356, 366	<b>SE:</b> 136, 183, 270, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288 <b>TWE:</b> 104, 119, 141, 247, 249, 253, 260, 274, 285, 291, 292, 293, 294 <b>TRB:</b> 243, 245, 317–318, 348–349, 369 <b>TR:</b> 25–28, 37–40, 61–64, 109–112, 113–116, 117–120

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## Correlation to CA Visual Arts Content Standards, Grade 6

Grade-Level Content Standards	Primary Citations	Supporting Citations
<b>2.5</b> <b>Select specific media and processes to express moods, feelings, themes, or ideas.</b>	<b>SE:</b> 21, 30, 60, 96, 104, 120, 132, 144, 154, 158, 196, 210, 230, 238, 248, 252 <b>TWE:</b> 21, 30, 31, 57, 61, 120, 132, 143, 144, 154, 158, 159, 196, 210, 220, 221, 230, 231, 238, 240, 247, 248, 258, 259, 266, 267 <b>TRB:</b> 113–114, 171–172, 193–194, 209–210, 231, 255–256, 279–280, 313, 320, 340, 348–349, 353, 356, 367–368	<b>SE:</b> 197, 221, 264, 266 <b>TWE:</b> 48, 63, 103, 143, 197, 272, 273 <b>TRB:</b> 127–128, 129, 177–178, 227, 228, 229–230, 232, 233–234, 241, 251, 263, 307, 314–315, 319, 321, 324–325, 369 <b>TR:</b> 1–4, 25–28, 29–32, 49–52, 57–60, 61–64, 65–68, 69–72, 73–76, 89–92, 93–96 <b>P:</b> 1–4, 45–48, 65–68
<b>2.6</b> Use technology to create original works of art.	<b>SE:</b> 71, 87, 104, 121, 145, 201, 231, 248, 267 <b>TWE:</b> 16, 68, 104, 248 <b>DVD:</b> Activity 1	<b>TWE:</b> 63, 103, 197, 272, 289, 291, 292, 293, 295, 296, 297 <b>TRB:</b> 193–194, 229–230, 232, 263, 314–315, 319, 337–338, 359 <b>TR:</b> 1–4, 61–64, 93–96 <b>P:</b> 1–4, 45–48, 65–68

### 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.

#### *Role and Development of the Visual Arts*

<b>3.1</b> <b>Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).</b>	<b>SE:</b> 11, 89, 140, 141, 189, 205 <b>TWE:</b> 103, 130, 145 <b>TRB:</b> 177–178, 179, 207–208, 218, 221, 223–224, 281–282, 298–299, 309, 337–338	<b>SE:</b> 45, 95, 316 <b>TWE:</b> 65, 95, 139, 320 <b>TRB:</b> 177–178, 179, 188–189, 287, 293, 296, 332, 354 <b>TR:</b> 1–4, 5–8, 9–12, 13–16, 17–20, 29–32, 33–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 65–68, 69–72, 73–76, 77–80, 81–74, 105–108, 109–112, 113–116, 117–120 <b>P:</b> 5–8, 9–12, 77–80
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## Correlation to CA Visual Arts Content Standards, Grade 6

Grade-Level Content Standards	Primary Citations	Supporting Citations
<b>3.2</b> View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.	<b>SE:</b> 11, 140, 141, 149, 189 <b>TWE:</b> 140, 179, 237 <b>TRB:</b> 322	<b>SE:</b> 320 <b>TWE:</b> 49, 156, 310, 311 <b>TRB:</b> 133, 136, 177–178, 179, 246–247, 324–325 <b>TR:</b> 77–80, 81–84, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112
<i>Diversity of the Visual Arts</i>		
<b>3.3</b> Compare, in oral or written form, representative images or designs from at least two selected cultures.	<b>SE:</b> 109, 123, 135, 157, 193 <b>TWE:</b> 39, 65, 92, 113, 156, 157, 174, 175, 184, 193, 232, 236, 237, 252, 253, 254, 255, 268 <b>TRB:</b> 175–176, 197–199, 233–234, 266, 283, 298–299	<b>SE:</b> 95, 175, 205, 233, 253, 311, 316, 318, 320 <b>TWE:</b> 101, 183, 185, 247, 249, 269, 318 <b>TRB:</b> 148–149, 167–168, 175–176, 197–198, 211–212, 219, 228, 229–230, 246–247, 261–262, 284, 332, 372–374 <b>TR:</b> 25–28, 69–72, 113–116 <b>P:</b> 77–80
<b>Component Strand 4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</b>		
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>		
<b>4.1</b> Construct and describe plausible interpretations of what they perceive in works of art.	<b>SE:</b> 41, 79, 117, 132, 143, 153 <b>TWE:</b> 76, 142, 143, 211, 220–221, 229, 235, 250 <b>TRB:</b> 115–116, 190–191, 192, 229–230, 251, 254, 261–262, 263, 265, 270, 281–282, 295, 310, 320, 321, 339, 350, 365, 370	<b>SE:</b> 6, 47, 60, 61, 67, 77, 79, 94, 95, 101, 104, 142, 151, 152, 164, 180, 195, 199, 209, 211, 212, 223, 232, 237, 238, 251, 252, 263, 267, 269, 306, 308, 310, 312, 315, 320 <b>TWE:</b> 15, 38, 93, 117, 187, 223, 269, 273, 308, 310, 312, 315 <b>TRB:</b> 152, 154–155, 165–166, 188–189, 267, 285, 286, 288–289, 296, 297–298, 300, 309, 322, 329, 341, 367–370 <b>TR:</b> 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,

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## Correlation to CA Visual Arts Content Standards, Grade 6

Grade-Level Content Standards	Primary Citations	Supporting Citations
<b>4.1</b> <i>(continued)</i>		73–76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120 <b>P:</b> 1–4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, 69–72, 73–76
<b>4.2</b> Identify and describe ways in which their culture is being reflected in current works of art.	<b>SE:</b> 163, 165, 191, 193 <b>TWE:</b> 105, 192, 198 <b>TRB:</b> 181, 271, 281–282, 295, 312 <b>DVD:</b> Activity 4	<b>SE:</b> 155, 320 <b>TWE:</b> 45, 161, 193, 199, 231 <b>TRB:</b> 109 <b>TR:</b> 13–16, 25–28, 77–80, 81–84, 84–88 <b>P:</b> 13–16, 41–44, 73–76
<i>Make Informed Judgments</i>		
<b>4.3</b> Develop specific criteria as individuals or in groups to assess and critique works of art.	<b>SE:</b> 31, 41, 57, 97, 107, 121, 137, 141, 171, 221, 229, 253 <b>TWE:</b> 107, 136, 140, 154, 155, 170, 172, 178, 196, 218, 219, 252, 253 <b>TRB:</b> 165–166, 255, 279–280, 281–282, 330–331, 343–344, 366	<b>TWE:</b> 79, 137, 248 <b>TRB:</b> 165–166, 188–189, 193, 263, 264, 341, 350 <b>TR:</b> 25–28, 33–36, 93–96, 97–100, 101–104
<b>4.4</b> Change, edit, or revise their works of art after a critique, articulating reasons for their changes.	<b>SE:</b> 15, 57, 117, 137, 159, 221, 249 <b>TWE:</b> 116, 117, 137, 158, 159, 183, 217, 248, 249, 256, 257 <b>TRB:</b> 171–172, 173–174, 231, 232, 255, 312	<b>SE:</b> 115, 183 <b>TWE:</b> 44

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## Correlation to CA Visual Arts Content Standards, Grade 6

Grade-Level Content Standards	Primary Citations	Supporting Citations
<b>Component Strand 5.0</b> 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>		
<b>5.1</b> Research how art was used in theatrical productions in the past and in the present.	<b>SE:</b> 181, 189 <b>TRB:</b> 209, 369 <b>DVD:</b> Activity 2	<b>SE:</b> 306, 308, 309, 314, 315, 319 <b>TWE:</b> 306, 308, 309, 314, 315, 319 <b>TRB:</b> 228
<b>5.2</b> Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations.	<b>SE:</b> 149, 261 <b>TWE:</b> 233 <b>TRB:</b> 213, 333–334 <b>DVD:</b> Activity 3	<b>SE:</b> 95 <b>TWE:</b> 142, 147 <b>TRB:</b> 340
<b>5.3</b> Create artwork containing visual metaphors that express the traditions and myths of selected cultures.	<b>SE:</b> 193, 234 <b>TWE:</b> 192, 193, 232, 233, 234, 235, 236, 250, 251 <b>TRB:</b> 353 <b>DVD:</b> Activity 4	<b>SE:</b> 266–267 <b>TWE:</b> 236 <b>TRB:</b> 243, 335–336 <b>TR:</b> 49–52, 61–64
<i>Visual Literacy</i>		
<b>5.4</b> Describe tactics employed in advertising to sway the viewer's thinking and provide examples.	<b>SE:</b> 11, 163, 165, 249 <b>TWE:</b> 248 <b>TRB:</b> 151, 300 <b>DVD:</b> Activity 5	<b>TWE:</b> 20, 219
<i>Careers and Career-Related Skills</i>		
<b>5.5</b> Establish criteria to use in selecting works of art for a specific type of art exhibition.	<b>SE:</b> 86–87, 127, 177 <b>TWE:</b> 86, 155, 176, 239 <b>TRB:</b> 145–146, 200, 229–230 <b>DVD:</b> Activity 5	<b>TWE:</b> 48, 50, 123, 125, 177, 181, 197, 271 <b>TRB:</b> 109 <b>TR:</b> 69–72

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# California Visual Arts Content Standards Correlations, Grade 6 by Chapter

	Primary Citations	Supporting Citations
<b>Chapter 1 – Art and You</b>		<b>TRB:</b> 4.2, 5.5 <b>TR:</b> 1.1, 2.5, 3.1 <b>P:</b> 1.1, 1.2, 4.1
Lesson 1 pp. 2–5	<b>TRB:</b> 1.2	<b>SE:</b> 1.1 <b>TRB:</b> 1.2
Lesson 2 pp. 6–9	<b>TRB:</b> 1.2, 2.5, 4.1	<b>SE:</b> 1.2, 4.1 <b>TWE:</b> 1.2, 1.3
Chapter Review pp. 10–11	<b>SE:</b> 3.1, 3.2	
<b>Chapter 2 – The Elements of Art</b>	<b>TRB:</b> 1.1, 5.5	<b>TR:</b> 1.1, 1.2, 3.1, 4.1, 4.2 <b>P:</b> 1.1, 1.2, 4.1
Lesson 1 pp. 12–15	<b>SE:</b> 1.2, 4.4, 5.4	<b>TWE:</b> 1.2, 4.1 <b>TRB:</b> 1.1
Lesson 2 pp. 16–17	<b>TWE:</b> 2.6	<b>SE:</b> 1.1 <b>TWE:</b> 1.2 <b>TRB:</b> 1.1, 2.5
Lesson 3 pp. 18–21	<b>SE:</b> 2.3, 2.5 <b>TWE:</b> 2.3, 2.5, 5.4	<b>SE:</b> 1.1, 1.2 <b>TWE:</b> 2.3 <b>TRB:</b> 1.1
Lesson 4 pp. 22–23	<b>SE:</b> 1.1 <b>TWE:</b> 2.3	<b>SE:</b> 1.1, 1.2 <b>TWE:</b> 1.2
Lesson 5 pp. 24–27	<b>TWE:</b> 1.1	<b>SE:</b> 1.1 <b>TWE:</b> 1.3, 2.3, 2.6 <b>TRB:</b> 1.1, 3.2
Lesson 6 pp. 28–29	<b>SE:</b> 1.1, 2.1 <b>TWE:</b> 1.1	<b>SE:</b> 1.1 <b>TWE:</b> 1.3 <b>TRB:</b> 1.1, 2.3, 2.6

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 7 pp. 30–31	<b>SE:</b> 1.1, 1.2, 2.1, 2.5, 4.3 <b>TWE:</b> 1.2, 2.5	<b>TWE:</b> 1.2
Chapter Review pp. 32–33		<b>SE:</b> 1.1 <b>TRB:</b> 1.1
<b>Chapter 3 – The Principles of Art</b>	<b>TRB:</b> 5.5	<b>TRB:</b> 1.4 <b>TR:</b> 1.1, 1.4, 2.1, 3.1, 4.1, 4.2 <b>P:</b> 1.1, 1.2, 4.1
Lesson 1 pp. 34–39	<b>SE:</b> 1.4, 1.5 <b>TWE:</b> 1.4, 2.1, 3.3	<b>SE:</b> 1.1, 1.2, 1.3, 1.4 <b>TWE:</b> 1.4, 2.6, 4.1 <b>TRB:</b> 1.3, 1.4, 3.3
Lesson 2 pp. 40–41	<b>SE:</b> 1.1, 1.4, 2.1, 2.4, 4.1, 4.3 <b>TWE:</b> 1.1, 2.3	<b>SE:</b> 1.2
Lesson 3 pp. 42–43	<b>TRB:</b> 5.4	<b>TWE:</b> 1.2
Lesson 4 pp. 44–45		<b>SE:</b> 1.1, 1.2, 3.1 <b>TWE:</b> 1.1, 1.2, 4.2, 4.4 <b>TRB:</b> 1.1, 2.4, 4.1
Lesson 5 pp. 46–47	<b>TWE:</b> 1.3	<b>SE:</b> 1.1, 4.1 <b>TWE:</b> 1.2 <b>TRB:</b> 1.1
Lesson 6 pp. 48–49	<b>SE:</b> 1.1 <b>TWE:</b> 2.4	<b>SE:</b> 1.1 <b>TWE:</b> 1.2, 2.5, 3.2, 5.5
Chapter Review pp. 50–51		<b>TWE:</b> 5.5
<b>Chapter 4 – Art Media and Techniques</b>		<b>TRB:</b> 1.2 <b>TR:</b> 1.1, 1.2, 2.4, 2.5, 3.1, 3.3, 4.1, 4.2 <b>P:</b> 1.1, 1.2, 2.5, 2.6, 4.1, 4.2

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 1 pp. 52–55	<b>SE:</b> 1.2 <b>TRB:</b> 4.3	<b>SE:</b> 1.2 <b>TWE:</b> 1.2 <b>TRB:</b> 1.2, 4.1, 4.3
Lesson 2 pp. 56–57	<b>SE:</b> 1.2, 4.3, 4.4 <b>TWE:</b> 2.1, 2.3, 2.4, 2.5	<b>SE:</b> 1.1 <b>TWE:</b> 1.2
Lesson 3 pp. 58–59	<b>SE:</b> 1.2	<b>SE:</b> 1.3 <b>TWE:</b> 1.2 <b>TRB:</b> 3.3
Lesson 4 pp. 60–61	<b>SE:</b> 2.5 <b>TWE:</b> 1.2, 2.5	<b>SE:</b> 1.1, 1.2, 4.1 <b>TRB:</b> 1.2, 1.3
Lesson 5 pp. 62–63	<b>TRB:</b> 2.1, 2.5, 3.1, 3.3, 4.4	<b>TWE:</b> 2.5 <b>TRB:</b> 1.1, 3.1, 3.2, 3.3
Lesson 6 pp. 64–65	<b>TWE:</b> 3.1, 3.3 <b>TRB:</b> 1.1, 3.1, 4.2	<b>TRB:</b> 3.1, 3.2
Lesson 7 pp. 66–67	<b>SE:</b> 1.1, 1.4, 2.4 <b>TWE:</b> 1.1, 2.4	<b>SE:</b> 4.1 <b>TWE:</b> 1.4
Lesson 8 pp. 68–71	<b>SE:</b> 1.1, 1.2, 2.6 <b>TWE:</b> 1.1, 2.6	<b>SE:</b> 1.2 <b>TWE:</b> 1.2
Chapter Review pp. 72–73		<b>SE:</b> 1.2
<b>Chapter 5 – Looking at Art</b>	<b>TRB:</b> 4.3	<b>TR:</b> 1.1, 1.2, 2.1, 2.4, 3.1, 4.1, 4.3 <b>P:</b> 1.1, 1.2, 1.4, 4.1, 4.2
Lesson 1 pp. 74–77	<b>TWE:</b> 4.1 <b>TRB:</b> 1.1, 3.1, 4.1, 4.3	<b>SE:</b> 1.1, 1.4, 4.1 <b>TWE:</b> 1.2
Lesson 2 pp. 78–81	<b>SE:</b> 1.1, 1.4, 4.1 <b>TWE:</b> 1.1 <b>TRB:</b> 1.1, 2.5, 3.3, 4.1	<b>SE:</b> 1.4, 4.1 <b>TWE:</b> 1.1, 4.3 <b>TRB:</b> 1.1, 2.6

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 3 pp. 82–85	<b>SE:</b> 1.1 <b>TWE:</b> 1.3 <b>TRB:</b> 3.3	<b>TWE:</b> 1.2
Lesson 4 pp. 86–87	<b>SE:</b> 2.6, 5.5 <b>TWE:</b> 1.2, 5.5 <b>TRB:</b> 5.5	<b>TWE:</b> 2.6
Chapter Review pp. 88–89	<b>SE:</b> 3.1	
<b>Chapter 6 – Art Through the Ages</b>	<b>TRB:</b> 3.1	<b>TR:</b> 1.1, 1.2, 3.1, 4.1 <b>P:</b> 1.2, 3.1, 4.1
Lesson 1 pp. 90–95	<b>SE:</b> 1.2, 3.1 <b>TWE:</b> 1.1, 1.2, 3.1, 3.3 <b>TRB:</b> 1.2, 2.3, 2.5, 5.2	<b>SE:</b> 1.2, 3.3, 4.1, 5.2 <b>TWE:</b> 1.2, 4.1 <b>TRB:</b> 1.3, 3.3
Lesson 2 pp. 96–97	<b>SE:</b> 1.1, 2.5, 4.3 <b>TWE:</b> 2.1	<b>SE:</b> 1.2 <b>TWE:</b> 1.1, 2.6 <b>TRB:</b> 1.2
Lesson 3 pp. 98–99	<b>SE:</b> 1.4 <b>TRB:</b> 2.2, 3.1, 5.1	<b>SE:</b> 1.1 <b>TRB:</b> 5.1
Lesson 4 pp. 100–101	<b>SE:</b> 1.1 <b>TWE:</b> 1.2 <b>TRB:</b> 1.1	<b>SE:</b> 1.2, 4.1 <b>TWE:</b> 3.3 <b>TRB:</b> 1.2, 3.3
Lesson 5 pp. 102–103	<b>SE:</b> 1.1 <b>TWE:</b> 1.1, 1.2, 1.3, 3.1 <b>TRB:</b> 3.1	<b>TWE:</b> 2.5
Lesson 6 pp. 104–105	<b>TWE:</b> 1.4, 2.6, 4.2	<b>SE:</b> 4.1 <b>TWE:</b> 2.4 <b>TRB:</b> 1.2
Lesson 7 pp. 106–107	<b>SE:</b> 1.3, 4.3 <b>TWE:</b> 4.3	<b>SE:</b> 1.4
Chapter Review pp. 108–109	<b>TRB:</b> 3.1	

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
<b>Chapter 7– Perceiving Nature</b>	<b>TRB:</b> 1.2, 1.3	<b>TRB:</b> 1.1, 2.5 <b>TR:</b> 1.1, 1.2, 2.1, 2.5, 3.1, 4.1, 5.3 <b>P:</b> 1.2, 4.1
Lesson 1 pp. 110–113	<b>SE:</b> 2.3, 3.2, 3.3 <b>TWE:</b> 1.3, 2.3, 3.3	<b>TWE:</b> 1.2, 1.3, 1.4
Lesson 2 pp. 114–115	<b>SE:</b> 1.1, 2.3 <b>TWE:</b> 2.1	<b>SE:</b> 4.4 <b>TRB:</b> 1.1, 1.2, 1.3, 2.5, 3.3
Lesson 3 pp. 116–117	<b>SE:</b> 2.1, 2.3, 4.1, 4.4 <b>TWE:</b> 2.1, 2.3, 4.4 <b>TRB:</b> 1.1, 4.1, 5.5	<b>TWE:</b> 4.1 <b>TRB:</b> 1.2, 2.5
Lesson 4 pp. 118–119	<b>SE:</b> 1.2, 1.3 <b>TWE:</b> 1.3 <b>TRB:</b> 2.4, 2.5, 4.4	<b>SE:</b> 1.2 <b>TWE:</b> 2.4
Lesson 5 pp. 120–121	<b>SE:</b> 1.1, 1.3, 2.3, 2.5, 2.6, 4.3 <b>TWE:</b> 1.3, 2.3, 2.5 <b>TRB:</b> 4.4	<b>TWE:</b> 1.3 <b>TRB:</b> 2.5, 2.6
Lesson 6 pp. 122–123	<b>SE:</b> 1.3, 3.3 <b>TWE:</b> 1.3, 2.4 <b>TRB:</b> 3.3	<b>TWE:</b> 1.1, 5.5 <b>TRB:</b> 1.1, 1.2, 2.5
Connecting Art and Writing pp. 124–125		<b>SE:</b> 1.2 <b>TWE:</b> 5.5
Chapter Review pp. 126–127	<b>SE:</b> 5.5 <b>TWE:</b> 1.1 <b>TRB:</b> 1.3	

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
<b>Chapter 8 – Observing Animals</b>	<b>TRB:</b> 1.3	<b>TRB:</b> 1.1, 1.2, 3.3 <b>TR:</b> 1.1, 1.2, 2.1, 2.4, 2.5, 3.1, 4.1, 5.3 <b>P:</b> 1.1, 1.2, 4.1
Lesson 1 pp. 128–131	<b>TWE:</b> 3.1 <b>TRB:</b> 1.1, 2.4, 5.3	<b>SE:</b> 1.2 <b>TWE:</b> 1.3 <b>TRB:</b> 2.3, 2.5
Lesson 2 pp. 132–133	<b>SE:</b> 1.1, 2.1, 2.5, 4.1 <b>TWE:</b> 2.5 <b>TRB:</b> 1.4	<b>TWE:</b> 1.1 <b>TRB:</b> 2.1, 2.3, 2.4
Lesson 3 pp. 134–135	<b>SE:</b> 1.1, 3.3 <b>TWE:</b> 1.3 <b>TRB:</b> 1.1, 1.2, 1.3	<b>SE:</b> 1.2 <b>TWE:</b> 1.3, 2.1 <b>TRB:</b> 1.2, 3.2, 3.3
Lesson 4 pp. 136–137	<b>SE:</b> 1.3, 2.4, 4.3, 4.4 <b>TWE:</b> 1.1, 1.4, 2.1, 2.4, 4.3, 4.4 <b>TRB:</b> 1.4	<b>SE:</b> 1.1, 2.4 <b>TWE:</b> 1.4, 4.3 <b>TRB:</b> 1.2, 3.3
Lesson 5 pp. 138–139	<b>TWE:</b> 1.3, 3.1 <b>TRB:</b> 1.1, 2.4, 4.1	<b>SE:</b> 1.3 <b>TRB:</b> 1.1, 2.5
Lesson 6 pp. 140–141	<b>SE:</b> 1.4, 3.1, 3.2, 4.3 <b>TWE:</b> 3.2, 4.3	<b>TWE:</b> 1.4, 2.4
Lesson 7 pp. 142–143	<b>SE:</b> 4.1 <b>TWE:</b> 4.1 <b>TRB:</b> 2.5, 4.3, 4.4	<b>SE:</b> 4.1 <b>TWE:</b> 2.5, 5.2
Lesson 8 pp. 144–145	<b>SE:</b> 1.1, 2.5, 2.6 <b>TWE:</b> 1.1, 2.1, 2.5, 3.1	<b>SE:</b> 2.1
Connecting Art and Writing pp. 146–147		<b>TWE:</b> 5.2
Chapter Review pp. 148–149	<b>SE:</b> 3.2, 5.2 <b>TRB:</b> 1.3	

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
<b>Chapter 9 – Portraying People</b>	<b>TRB:</b> 1.3, 4.1	<b>TRB:</b> 1.1, 1.2, 3.3 <b>TR:</b> 1.2, 1.4, 2.1, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3 <b>P:</b> 1.1, 1.2, 4.1
Lesson 1 pp. 150–153	<b>SE:</b> 4.1 <b>TWE:</b> 1.1 <b>TRB:</b> 4.1	<b>SE:</b> 1.3, 4.1 <b>TWE:</b> 1.3 <b>TRB:</b> 1.2, 2.5, 4.3
Lesson 2 pp. 154–155	<b>SE:</b> 2.1, 2.5 <b>TWE:</b> 1.1, 2.5, 4.3, 5.5 <b>TRB:</b> 1.1, 4.1	<b>SE:</b> 1.1, 4.2 <b>TRB:</b> 4.3
Lesson 3 pp. 156–157	<b>SE:</b> 1.4, 3.3 <b>TWE:</b> 1.2, 3.3 <b>TRB:</b> 1.1, 3.3	<b>TWE:</b> 3.2 <b>TRB:</b> 1.2
Lesson 4 pp. 158–159	<b>SE:</b> 1.1, 2.1, 2.5, 4.4 <b>TWE:</b> 1.1, 2.1, 2.5, 4.4 <b>TRB:</b> 1.2, 4.1	<b>SE:</b> 1.2
Lesson 5 pp. 160–161	<b>TRB:</b> 1.1, 1.4, 4.1, 4.2	<b>SE:</b> 1.3 <b>TWE:</b> 1.3, 4.2 <b>TRB:</b> 1.2, 2.1, 2.2, 2.3
Connecting Art and Social Studies pp. 162–163	<b>SE:</b> 4.2, 5.4	
Chapter Review pp. 164–165	<b>SE:</b> 4.2, 5.4 <b>TWE:</b> 2.3 <b>TRB:</b> 1.3	<b>SE:</b> 4.1
<b>Chapter 10 – Experiencing Architecture</b>	<b>TRB:</b> 1.1	<b>TRB:</b> 1.2, 1.4 <b>TR:</b> 1.2, 1.4, 2.1, 2.5, 3.1, 3.2, 4.1, 4.2 <b>P:</b> 1.2, 1.4, 4.2

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 1 pp. 166–169	<b>TRB:</b> 4.3	<b>SE:</b> 1.2 <b>TWE:</b> 1.3
Lesson 2 pp. 170–171	<b>SE:</b> 2.4, 4.3 <b>TWE:</b> 2.4, 4.3 <b>TRB:</b> 1.1, 2.5, 3.1, 4.1, 4.2, 4.3	<b>SE:</b> 1.1 <b>TWE:</b> 1.1
Lesson 3 pp. 172–173	<b>TWE:</b> 1.1, 2.4, 4.3	<b>SE:</b> 1.1, 1.2 <b>TWE:</b> 1.3
Lesson 4 pp. 174–175	<b>SE:</b> 2.1 <b>TWE:</b> 2.1, 3.3 <b>TRB:</b> 1.1, 3.3	<b>SE:</b> 3.3 <b>TRB:</b> 1.1
Lesson 5 pp. 176–177	<b>SE:</b> 2.2, 5.5 <b>TWE:</b> 2.2, 5.5 <b>TRB:</b> 2.2, 2.4	<b>TWE:</b> 1.2, 5.5
Lesson 6 pp. 178–179	<b>TWE:</b> 2.1, 3.2, 4.3	<b>SE:</b> 1.1 <b>TWE:</b> 1.1
Lesson 7 pp. 180–181	<b>SE:</b> 5.1 <b>TRB:</b> 1.1, 1.4	<b>SE:</b> 4.1 <b>TWE:</b> 1.3, 5.5 <b>TRB:</b> 4.1
Lesson 8 pp. 182–183	<b>SE:</b> 2.1, 2.4, 3.2 <b>TWE:</b> 1.2, 2.1, 4.4	<b>SE:</b> 4.4 <b>TWE:</b> 3.3 <b>TRB:</b> 1.1, 4.1
Lesson 9 pp. 184–185	<b>TWE:</b> 1.3, 3.3 <b>TRB:</b> 3.3	<b>TWE:</b> 1.1, 3.3 <b>TRB:</b> 1.1, 1.2, 3.1
Connecting Art and Reading pp. 186–187	<b>TWE:</b> 2.3	<b>TWE:</b> 1.1, 4.1
Chapter Review pp. 188–189	<b>SE:</b> 3.1, 3.2, 5.1	<b>TWE:</b> 1.2 <b>TRB:</b> 4.1

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
<b>Chapter 11 – Examining Objects</b>		<b>TRB:</b> 3.1 <b>TR:</b> 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2 <b>P:</b> 1.2, 2.5, 3.1, 4.1
Lesson 1 pp. 190–193	<b>SE:</b> 3.3, 4.2, 5.3 <b>TWE:</b> 3.3, 4.2, 5.3 <b>TRB:</b> 1.1	<b>SE:</b> 1.4 <b>TWE:</b> 4.2
Lesson 2 pp. 194–195	<b>TRB:</b> 4.1, 4.2	<b>SE:</b> 4.1
Lesson 3 pp. 196–197	<b>SE:</b> 1.1, 2.4 <b>TWE:</b> 2.5, 4.3 <b>TRB:</b> 1.1	<b>SE:</b> 2.1, 2.5 <b>TWE:</b> 2.1, 2.5, 5.5 <b>TRB:</b> 3.1, 4.1
Lesson 4 pp. 198–199	<b>TWE:</b> 4.2 <b>TRB:</b> 1.1, 3.1, 3.3, 5.4	<b>SE:</b> 1.1, 4.1 <b>TWE:</b> 4.2 <b>TRB:</b> 4.1
Lesson 5 pp. 200–201	<b>SE:</b> 1.1, 1.4, 2.1, 2.4, 2.6 <b>TWE:</b> 1.4, 2.1, 2.4	<b>SE:</b> 1.1 <b>TWE:</b> 1.1, 2.1
Connecting Art and Mathematics pp. 202–203		<b>SE:</b> 1.1 <b>TWE:</b> 1.2
Chapter Review pp. 204–205	<b>SE:</b> 3.1	<b>SE:</b> 3.3
<b>Chapter 12 – Recording Events</b>		<b>TRB:</b> 1.2, 2.5 <b>TR:</b> 1.1, 1.2, 1.3, 2.5, 3.2, 4.1, 4.3 <b>P:</b> 1.1, 1.4, 4.1, 4.2
Lesson 1 pp. 206–209	<b>TRB:</b> 3.1	<b>SE:</b> 1.2, 4.1 <b>TWE:</b> 1.1, 1.2 <b>TRB:</b> 4.1
Lesson 2 pp. 210–211	<b>SE:</b> 2.1, 2.5 <b>TWE:</b> 2.1, 2.2, 2.5, 4.1 <b>TRB:</b> 1.1, 4.1	<b>SE:</b> 1.2, 4.1 <b>TWE:</b> 1.2 <b>TRB:</b> 1.2

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 3 pp. 212–213	<b>TRB:</b> 2.5, 4.2, 4.4	<b>SE:</b> 1.1, 4.1 <b>TRB:</b> 2.5, 2.6
Lesson 4 pp. 214–215		<b>SE:</b> 1.2
Lesson 5 pp. 216–217	<b>TWE:</b> 4.4	<b>TRB:</b> 2.1, 2.4, 2.6
Lesson 6 pp. 218–219	<b>TWE:</b> 2.4, 4.3	<b>SE:</b> 2.6
Lesson 7 pp. 220–221	<b>SE:</b> 4.3, 4.4 <b>TWE:</b> 2.5, 4.1 <b>TRB:</b> 1.1, 1.2, 2.5, 3.2, 4.1	<b>SE:</b> 1.2, 2.5 <b>TWE:</b> 1.2 <b>TRB:</b> 2.5, 4.1
Connecting Art and Social Studies pp. 222–223	<b>TWE:</b> 1.1	<b>SE:</b> 4.1 <b>TWE:</b> 4.1
Chapter Review pp. 224–225		<b>TRB:</b> 2.5, 3.2
<b>Chapter 13 – Telling a Story</b>	<b>TRB:</b> 1.1	<b>TRB:</b> 4.1 <b>TR:</b> 1.2, 2.1, 3.2, 4.1, 4.3 <b>P:</b> 1.1, 1.2, 4.1
Lesson 1 pp. 226–229	<b>SE:</b> 2.1, 4.3 <b>TWE:</b> 2.1, 4.1 <b>TRB:</b> 1.1, 2.1, 4.3	<b>TWE:</b> 1.2 <b>TRB:</b> 1.3
Lesson 2 pp. 230–231	<b>SE:</b> 1.1, 1.4, 2.1, 2.5, 2.6 <b>TWE:</b> 1.4, 2.1, 2.5	<b>TWE:</b> 4.2
Lesson 3 pp. 232–233	<b>TWE:</b> 3.3, 5.2, 5.3 <b>TRB:</b> 3.3, 5.2, 5.3	<b>SE:</b> 1.1, 3.3, 4.1 <b>TRB:</b> 1.1, 1.2, 3.1
Lesson 4 pp. 234–235	<b>SE:</b> 5.3 <b>TWE:</b> 1.1, 1.4, 4.1, 5.3 <b>TRB:</b> 3.1	<b>SE:</b> 1.4 <b>TRB:</b> 2.6
Lesson 5 pp. 236–237	<b>TWE:</b> 3.2, 3.3, 5.3 <b>TRB:</b> 1.1, 2.4, 2.5, 4.1	<b>SE:</b> 4.1, 5.3 <b>TRB:</b> 1.2, 5.2

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 6 pp. 238–239	<b>SE:</b> 1.1, 1.2, 1.4, 2.1, 2.3, 2.5 <b>TWE:</b> 1.1, 2.3, 2.5, 5.5 <b>TRB:</b> 1.2	<b>SE:</b> 4.1 <b>TRB:</b> 4.1, 4.3
Connecting Art and Reading pp. 240–241	<b>TWE:</b> 2.5	<b>SE:</b> 1.1, 1.2
Chapter Review pp. 242–243	<b>TRB:</b> 4.3	
<b>Chapter 14 – Celebrations</b>	<b>TRB:</b> 1.1, 1.4	<b>TR:</b> 1.2, 1.4, 2.1, 2.3, 2.4, 3.1, 3.2, 4.1 <b>P:</b> 1.2, 2.5, 3.1, 4.1
Lesson 1 pp. 244–247	<b>TWE:</b> 1.3, 2.4, 2.5 <b>TRB:</b> 1.1, 2.5, 4.1	<b>SE:</b> 1.1, 1.2 <b>TWE:</b> 2.4, 3.3 <b>TRB:</b> 2.4, 4.3
Lesson 2 pp. 248–249	<b>SE:</b> 1.4, 2.4, 2.5, 2.6, 4.4, 5.4 <b>TWE:</b> 2.5, 2.6, 4.4	<b>SE:</b> 1.1, 1.2 <b>TWE:</b> 2.4, 3.3, 4.3
Lesson 3 pp. 250–251	<b>SE:</b> 1.1 <b>TWE:</b> 4.1, 5.3 <b>TRB:</b> 2.5, 5.3	<b>SE:</b> 4.1
Lesson 4 pp. 252–253	<b>SE:</b> 1.2, 2.5, 4.3 <b>TWE:</b> 1.2, 2.1, 3.3, 4.3	<b>SE:</b> 2.1, 3.3, 4.1
Lesson 5 pp. 254–255	<b>TWE:</b> 3.3 <b>TRB:</b> 1.1, 1.4, 2.4, 2.5	<b>TRB:</b> 2.6, 3.1
Lesson 6 pp. 256–257	<b>TWE:</b> 2.4, 4.4	<b>SE:</b> 1.2
Connecting Art and Social Studies pp. 258–259	<b>TWE:</b> 1.3, 2.5	<b>SE:</b> 1.1, 1.2 <b>TWE:</b> 1.1, 1.2, 1.3
Chapter Review pp. 260–261	<b>SE:</b> 5.2 <b>TRB:</b> 1.2	<b>SE:</b> 1.2 <b>TWE:</b> 2.4

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## CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
<b>Chapter 15 – Creating Fantasy</b>	<b>TRB:</b> 4.1	<b>TRB:</b> 1.2 <b>TR:</b> 1.2, 1.3, 2.1, 2.3, 2.4, 3.1, 3.3, 4.1
Lesson 1 pp. 262–265	<b>SE:</b> 1.3 <b>TRB:</b> 1.1, 2.4, 4.3	<b>SE:</b> 1.2, 2.5, 4.1 <b>TWE:</b> 1.1
Lesson 2 pp. 266–267	<b>TWE:</b> 2.5 <b>SE:</b> 2.6	<b>SE:</b> 2.5, 4.1, 5.3
Lesson 3 pp. 268–269	<b>TWE:</b> 2.4, 3.3 <b>TRB:</b> 2.1, 4.1, 5.1	<b>SE:</b> 4.1 <b>TWE:</b> 3.3, 4.1 <b>TRB:</b> 1.1, 1.4, 2.4, 2.5
Lesson 4 pp. 270–271	<b>TRB:</b> 1.1, 4.1	<b>SE:</b> 2.4 <b>TWE:</b> 1.1, 5.5
Connecting Art and Writing pp. 272–273		<b>TWE:</b> 2.5, 4.1
Chapter Review pp. 274–275	<b>TWE:</b> 2.4 <b>TRB:</b> 1.2, 3.3	<b>TWE:</b> 2.4
<b>Handbook</b>		
Technique Tips pp. 278–288	<b>SE:</b> 2.1, 2.3, 2.4	<b>SE:</b> 2.4 <b>TWE:</b> 2.1, 2.4
Digital Media Guide pp. 289–297		<b>SE:</b> 2.6 <b>TWE:</b> 2.3, 2.4, 2.6
Career Spotlights pp. 298–304		
Artsource pp. 305–320		<b>SE:</b> 1.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1 <b>TWE:</b> 1.2, 3.1, 3.2, 3.3, 4.1, 5.1

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

## English-Language Arts Content Standards, Grade 6

Grade-Level Content Standards	Citations
<b>Reading</b>	
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	
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.	
<i>Word Recognition</i>	
<b>1.1</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	<b>TWE:</b> 44, 61, 122, 124, 187, 240, 258
<i>Vocabulary and Concept Development</i>	
<b>1.2</b> Identify and interpret figurative language and words with multiple meanings.	<b>TWE:</b> 4, 13, 25, 100, 118, 137
<b>1.3</b> Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	<b>SE:</b> 146, 319 <b>TWE:</b> 44, 62, 66, 172, 250
<b>1.4</b> Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	<b>SE:</b> 3, 11, 33, 51, 73, 89, 109, 127, 149, 165, 189, 205, 225, 243, 261, 275 <b>TWE:</b> 51, 54, 58, 115, 122, 129, 154, 156, 171, 192, 198, 214–215, 228, 236, 264

## Correlation to CA English-Language Arts Content Standards, Grade 6

Grade-Level Content Standards	Citations
<b>2.0 Reading Comprehension (Focus on Informational Materials)</b>	
<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 six, students continue to make progress toward this goal.</p>	
<i>Structural Features of Informational Materials</i>	
<p><b>2.1</b> Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p>	<p><b>SE:</b> 10, 11  <b>TWE:</b> 68, 81, 126, 237  <b>TRB:</b> 178, 247, 337–338  <b>TR:</b> 84  <b>P:</b> 2, 6, 10, 30, 78  <b>DVD:</b> Activities 5, 15</p>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
<p><b>2.3</b> Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p>	<p><b>SE:</b> 51, 53, 127, 189, 225, 243, 275, 317  <b>TWE:</b> 13, 14, 15, 19, 26, 34, 37, 45, 61, 64, 78, 83, 90, 102, 107, 111, 114, 122, 128, 130, 134, 142, 151, 156, 183, 203, 206, 212, 222–223, 226, 253, 262, 270  <b>TRB:</b> 110, 150, 200, 211, 214, 231, 241, 251, 267, 286, 294, 300, 321, 337, 340, 370  <b>TR:</b> 4, 8, 16, 20, 24, 28, 36, 40, 44, 48, 52, 60, 64, 68, 72, 76, 80, 84, 92, 96, 100, 104, 108, 112, 116  <b>P:</b> 2, 6, 10, 22, 50, 58, 62  <b>DVD:</b> Activities 2, 3</p>
<p><b>2.4</b> Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p>	<p><b>SE:</b> 13, 35, 53, 75, 108, 111, 129, 151, 191, 207, 227, 245, 263  <b>TWE:</b> 4, 5, 7, 13, 24, 35, 46, 84, 92, 98, 109, 111, 112, 138, 168, 180, 198  <b>TR:</b> 48  <b>DVD:</b> Activities 10, 13</p>
<i>Expository Critique</i>	
<p><b>2.6</b> Determine the adequacy and appropriateness of the evidence for an author’s conclusions.</p>	<p><b>TWE:</b> 88, 108</p>

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## Correlation to CA English-Language Arts Content Standards, Grade 6

Grade-Level Content Standards	Citations
<b>2.7</b> Make reasonable assertions about a text through accurate, supporting citations.	<b>SE:</b> 249, 311 <b>TWE:</b> 108, 112 <b>DVD:</b> Activity 12
<b>2.8</b> Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	<b>SE:</b> 165 <b>TRB:</b> 151
<b>3.0 Literary Response and Analysis</b>	
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>	
<b>3.2</b> Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	<b>SE:</b> 149 <b>TWE:</b> 146 <b>TRB:</b> 333–334
<b>3.3</b> Analyze the influence of setting on the problem and its resolution.	<b>SE:</b> 125
<b>3.4</b> Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	<b>SE:</b> 225 <b>TWE:</b> 44, 45, 120, 187 <b>TR:</b> 8, 56
<b>3.6</b> Identify and analyze features of themes conveyed through characters, actions, and images.	<b>TWE:</b> 61, 122, 146
<b>3.7</b> Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	<b>SE:</b> 51, 187, 241 <b>TWE:</b> 28, 267

## Correlation to CA English-Language Arts Content Standards, Grade 6

Grade-Level Content Standards	Citations
<h1>Writing</h1>	
<b>1.0 Writing Strategies</b>	
<p>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.</p>	
<i>Organization and Focus</i>	
<p><b>1.1</b> Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p>	<p><b>SE:</b> 5, 61, 125, 127, 183, 187, 217, 275, 313  <b>TWE:</b> 80, 111, 129, 151, 167, 171, 191, 245, 263</p>
<p><b>1.2</b> Create multiple-paragraph expository compositions:</p> <ul style="list-style-type: none"> <li><b>a.</b> Engage the interest of the reader and state a clear purpose.</li> <li><b>b.</b> Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</li> <li><b>c.</b> Conclude with a detailed summary linked to the purpose of the composition.</li> </ul>	<p><b>SE:</b> 32, 73, 126, 165, 205, 260, 261  <b>TWE:</b> 80, 90, 119, 171  <b>TR:</b> 120; Transparencies 2, 5, 12, 21, 23</p>
<p><b>1.3</b> Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p>	<p><b>SE:</b> 108, 126, 127, 205  <b>TWE:</b> 90  <b>TRB:</b> 176, 240, 262  <b>TR:</b> 72, 88, 100  <b>DVD:</b> Activities 8, 15</p>
<i>Research and Technology</i>	
<p><b>1.4</b> Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p>	<p><b>SE:</b> 10, 11, 89, 165, 189, 225, 243, 275  <b>TWE:</b> 59, 99, 103, 135, 145, 147, 155, 161, 183, 211, 213, 221, 243, 247, 261  <b>TR:</b> 4, 8, 12, 16, 32, 48, 64, 80, 84, 92, 116, 120; Transparency 17  <b>DVD:</b> Activity 13, 14</p>
<p><b>1.5</b> Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p>	<p><b>TWE:</b> 31, 87, 297  <b>TR:</b> 72  <b>P:</b> 62  <b>DVD:</b> Activity 9</p>

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## Correlation to CA English-Language Arts Content Standards, Grade 6

Grade-Level Content Standards	Citations
<i>Evaluation and Revision</i>	
<p><b>1.6</b> Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p><b>SE:</b> 260 <b>TWE:</b> 242, 260</p>
<b>2.0 Writing Applications (Genres and Their Characteristics)</b>	
<p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p>	
<p>Using the writing strategies of grade six outlined in Writing Standard 1.0, students:</p>	
<p><b>2.1</b> Write narratives:</p> <ul style="list-style-type: none"> <li><b>a.</b> Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</li> <li><b>b.</b> Include sensory details and concrete language to develop plot and character.</li> <li><b>c.</b> Use a range of narrative devices (e.g., dialogue, suspense).</li> </ul>	<p><b>SE:</b> 72, 97, 147, 205, 239, 273, 214, 306, 312, 314 <b>TWE:</b> 91, 94, 141, 253 <b>TRB:</b> 251–252 <b>TR:</b> 24, 72, 112; Transparencies 8, 10, 11, 13, 18, 20, 26 <b>P:</b> 54, 62, 70</p>
<p><b>2.2</b> Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <ul style="list-style-type: none"> <li><b>a.</b> State the thesis or purpose.</li> <li><b>b.</b> Explain the situation.</li> <li><b>c.</b> Follow an organizational pattern appropriate to the type of composition.</li> <li><b>d.</b> Offer persuasive evidence to validate arguments and conclusions as needed.</li> </ul>	<p><b>SE:</b> 3, 5, 13, 27, 31, 33, 35, 39, 43, 53, 63, 67, 73, 88, 91, 97, 99, 115, 141, 155, 185, 191, 193 <b>TRB:</b> 267, 160, 236 <b>TR:</b> 88, 112; Transparencies 28, 29 <b>P:</b> 22, 58 <b>DVD:</b> Activities 8, 11</p>
<p><b>2.3</b> Write research reports:</p> <ul style="list-style-type: none"> <li><b>a.</b> Pose relevant questions with a scope narrow enough to be thoroughly covered.</li> <li><b>b.</b> Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</li> <li><b>c.</b> Include a bibliography.</li> </ul>	<p><b>SE:</b> 11, 89, 108, 189, 205, 243 <b>TWE:</b> 65, 99, 108, 183, 197 <b>TRB:</b> 178, 179, 218, 221 <b>TR:</b> 32, 36</p>

## Correlation to CA English-Language Arts Content Standards, Grade 6

Grade-Level Content Standards	Citations
<p><b>2.5</b> Write persuasive compositions:</p> <p><b>a.</b> State a clear position on a proposition or proposal.</p> <p><b>b.</b> Support the position with organized and relevant evidence.</p> <p><b>c.</b> Anticipate and address reader concerns and counterarguments.</p>	<p><b>SE:</b> 89, 148, 242</p> <p><b>TWE:</b> 80, 226</p> <p><b>TRB:</b> 184, 236, 301</p> <p><b>TR:</b> 96; Transparency 24</p> <p><b>P:</b> 34</p> <p><b>DVD:</b> Activities 5, 13, 15</p>

### *Written and Oral English Language Conventions*

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.

#### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

##### *Sentence Structure*

<p><b>1.1</b> Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p>	<p><b>TWE:</b> 50, 128, 151, 166</p>
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##### *Grammar*

<p><b>1.2</b> Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p>	<p><b>SE:</b> 72, 88, 224</p> <p><b>TWE:</b> 2, 11, 12, 53, 110</p>
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##### *Punctuation*

<p><b>1.3</b> Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p>	<p><b>TWE:</b> 12, 72, 74, 90, 128, 151, 164, 166, 206, 244, 262</p>
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Grade-Level Content Standards	Citations
<i>Capitalization</i>	
<b>1.4</b> Use correct capitalization.	<b>TWE:</b> 72, 164
<i>Spelling</i>	
<b>1.5</b> Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i> ).	<b>SE:</b> 72, 88, 224 <b>TWE:</b> 2, 12, 50, 53, 72, 74, 90, 110, 128, 164, 166
<h3><i>Listening and Speaking</i></h3>	
<b>1.0 Listening and Speaking Strategies</b>	
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	
<i>Organization and Delivery of Oral Communication</i>	
<b>1.6</b> Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	<b>SE:</b> 109, 189 <b>TWE:</b> 67, 79, 99, 147, 219, 221, 273 <b>TR:</b> 60, 72, 84, 100, 116
<i>Analysis and Evaluation of Oral and Media Communications</i>	
<b>1.9</b> Identify persuasive and propaganda techniques used in television and identify false and misleading information.	<b>TWE:</b> 219 <b>DVD:</b> Activity 5
<b>2.0 Speaking Applications (Genres and Their Characteristics)</b>	
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 six outlined in Listening and Speaking Standard 1.0, students:	

## Correlation to CA English-Language Arts Content Standards, Grade 6

Grade-Level Content Standards	Citations
<p><b>2.1</b> Deliver narrative presentations:</p> <ul style="list-style-type: none"> <li><b>a.</b> Establish a context, plot, and point of view.</li> <li><b>b.</b> Include sensory details and concrete language to develop the plot and character.</li> <li><b>c.</b> Use a range of narrative devices (e.g., dialogue, tension, or suspense).</li> </ul>	<p><b>SE:</b> 224</p>
<p><b>2.2</b> Deliver informative presentations:</p> <ul style="list-style-type: none"> <li><b>a.</b> Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</li> <li><b>b.</b> Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</li> </ul>	<p><b>SE:</b> 109, 148  <b>TWE:</b> 20, 31, 79, 99, 153, 215, 223, 229, 251, 271  <b>TRB:</b> 298–299  <b>TR:</b> 4, 12, 116</p>
<p><b>2.3</b> Deliver oral responses to literature:</p> <ul style="list-style-type: none"> <li><b>a.</b> Develop an interpretation exhibiting careful reading, understanding, and insight.</li> <li><b>b.</b> Organize the selected interpretation around several clear ideas, premises, or images.</li> <li><b>c.</b> Develop and justify the selected interpretation through sustained use of examples and textual evidence.</li> </ul>	<p><b>SE:</b> 243  <b>TWE:</b> 147</p>
<p><b>2.4</b> Deliver persuasive presentations:</p> <ul style="list-style-type: none"> <li><b>a.</b> Provide a clear statement of the position.</li> <li><b>b.</b> Include relevant evidence.</li> <li><b>c.</b> Offer a logical sequence of information.</li> <li><b>d.</b> Engage the listener and foster acceptance of the proposition or proposal.</li> </ul>	<p><b>SE:</b> 148</p>

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*The McGraw-Hill Companies*

ISBN-13: 978-0-07-875638-2  
ISBN-10: 0-07-875638-3

