

Article	Thread	Benchmark#	Description
GENERAL	LAFS	LAFS.K12.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GENERAL	LAFS	LAFS.K12.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GENERAL	LAFS	LAFS.K12.R.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GENERAL	LAFS	LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GENERAL	LAFS	LAFS.K12.R.3.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GENERAL	LAFS	LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
GENERAL	LAFS	LAFS.K12.SL.1.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
TBD 1 (Frmr S	MU.C.1.2	MU.1.C.1.2	Respond to music from various sound sources to show awareness of differences in musical ideas.
TBD 1 (Frmr S	MU.C.3.1	MU.1.C.3.1	Share different thoughts or feelings people have about selected pieces of music.
Bird Making	MU.F.1.1	MU.1.F.1.1	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.
Opera Jobs	MU.F.2.1	MU.1.F.2.1	Describe how he or she likes to participate in music.
Britten Backgr	MU.H.1.2	MU.1.H.1.2	Explain the work of a composer.
Sing-Along	MU.F.3.1	MU.1.S.3.1	Sing simple songs in a group, using head voice and maintaining pitch.
TBD 1 (Frmr S	MU.C.1.2	MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.
TBD 1 (Frmr S	MU.C.3.1	MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.
Opera Jobs	MU.F.2.1	MU.2.F.2.1	Describe how people participate in music.
Sing-Along	MU.F.3.1	MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.
TBD 1 (Frmr S	MU.C.1.2	MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.
TBD 1 (Frmr S	MU.C.3.1	MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.

Opera Jobs	MU.F.2.1	MU.3.F.2.1	Identify musicians in the school, community, and media.
Britten Backgr	MU.H.1.2	MU.3.H.1.2	Identify significant information about specified composers and one or more of their musical works.
Sing-Along	MU.S.3.1	MU.3.S.3.1	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
TBD 1 (Frmr S	MU.C.1.2	MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.
TBD 1 (Frmr S	MU.C.3.1	MU.4.C.3.1	Describe characteristics that make various musical works appealing.
Opera Jobs	MU.F.2.1	MU.4.F.2.1	Describe roles and careers of selected musicians.
SYO Info	MU.F.3.1	MU.4.F.3.1	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities
Sing-Along	MU.S.3.1	MU.4.S.3.1	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
TBD 1 (Frmr S	MU.C.1.2	MU.5.C.1.2	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.
TBD 1 (Frmr S	MU.C.3.1	MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
Opera Jobs	MU.F.2.1	MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.
SYO Info	MU.F.3.1	MU.5.F.3.1	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
Sing-Along	MU.0.3.2	MU.5.O.3.2	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
Bird Making	SC	SC.1.L.14.1	Make observations of living things and their environment using the five senses.
Bird Making	SC	SC.1.P.13.1	Demonstrate that the way to change the motion of an object is by applying a push or a pull.
Bird Making	SC	SC.2.N.1.5	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).
Child Labor / C	SC	SC.35.CS-PC.1.2	Describe responsible uses of modern communication media and devices.
Bird Making	SC	SC.K2.CS-CS.1.3	Describe how models represent a real-life system (e.g., globe or map).
Child Labor / C	SC	SC.K2.CS-PC.1.2	Describe the attributes of a good digital citizen: one who protects private information, balances time online, reports cyberbullying, and recognizes inappropriate content/contact.
Child Labor / C	SS.A.2.1	SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
Child Labor / C	SS.A.2.2	SS.1.A.2.2	Compare life now with life in the past.
Child Labor / C	SS.C.1.1	SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.
Child Labor / C	SS.C.2.3	SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.

Child Labor / C	SS.C.1.2	SS.2.C.1.2	Explain the consequences of an absence of rules and laws.
Child Labor / C	SS.C.1.1	SS.3.C.1.1	Explain the purpose and need for government.
Child Labor / C	SS.C.2.2	SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.
Synopsis	TH.C.1.2	TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
Synopsis	TH.O.2.1	TH.1.O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
What to Expect	TH.S.1.1	TH.1.S.1.1	Exhibit appropriate audience etiquette and response.
Write a Review	TH.S.1.3	TH.1.S.1.3	Explain personal preferences related to a performance.
Synopsis	TH.S.3.1	TH.1.S.3.1	Use simple acting techniques to portray a person, place, action, or thing.
Write a Review	TH.S.3.2	TH.1.S.3.2	Describe characters and plot development discovered during dramatic play.
Synopsis	TH.C.1.1	TH.2.C.1.1	Describe a character in a story and tell why the character is important to the story.
Synopsis	TH.C.1.2	TH.2.C.1.2	Respond to a play by drawing and/or writing about a favorite aspect of it.
Write a Review	TH.C.2.1	TH.2.C.2.1	Discuss the purpose of a critique.
Write a Review	TH.C.3.1	TH.2.C.3.1	Identify important characteristics to discuss when sharing opinions about theatre.
Opera Jobs	TH.F.2.1	TH.2.F.2.1	Identify the jobs people can have in a theater.
What to Expect	TH.H.1.2	TH.2.H.1.2	Explain how to respond as an audience member in a different way, depending on the style of performance.
Pre-Perf. Activ	TH.H.3.1	TH.2.H.3.1	Create dialogue for characters from a story.
Write a Review	TH.O.2.1	TH.2.O.2.1	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
What to Expect	TH.S.1.1	TH.2.S.1.1	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
Pre-Perf. Activ	TH.S.2.1	TH.2.S.2.1	Collaborate with others to perform a scene and solve challenges.
Pre-Perf. Activ	TH.C.1.1	TH.3.C.1.1	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.

Write a Review	TH.C.1.2	TH.3.C.1.2	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
Bird Making	TH.F.1.1	TH.3.F.1.1	Create and/or collect appropriate props and costumes and use them to help tell a story.
Costume Design	TH.O.1.2	TH.3.O.1.2	Discuss why costumes and makeup are used in a play.
Write a Review	TH.O.2.1	TH.3.O.2.1	Describe what happened in a play, using age-appropriate theatre terminology.
What to Expect	TH.S.1.1	TH.3.S.1.1	Demonstrate effective audience etiquette and constructive criticism for a live performance.
Write a Review	TH.S.1.3	TH.3.S.1.3	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
Write a Review	TH.C.2.1	TH.4.C.2.1	Provide a verbal critique to help strengthen a peer's performance.
Write a Review	TH.C.2.3	TH.4.C.2.3	Describe the choices perceived in a peer's performance or design.
Write a Review	TH.C.3.3	TH.4.C.3.3	Define the elements of a selected scene that create an effective presentation of an event or person.
Opera Jobs	TH.F.2.1	TH.4.F.2.1	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.
Write a Review	TH.O.2.1	TH.4.O.2.1	Write a summary of dramatic events after reading or watching a play.
What to Expect	TH.S.1.1	TH.4.S.1.1	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
Write a Review	TH.S.1.3	TH.4.S.1.3	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
Pre-Perf. Activity	TH.C.1.1	TH.5.C.1.1	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.
Write a Review	TH.C.2.4	TH.5.C.2.4	Identify correct vocabulary used in a formal theatre critique.
Opera Jobs	TH.F.2.1	TH.5.F.2.1	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.
Child Labor / Child Labor	TH.O.3.2	TH.5.O.3.2	Explore how theatre can communicate universal truths across the boundaries of culture and language.
Write a Review	TH.S.1.3	TH.5.S.1.3	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

Remarks/Example
e.g., moods, images
e.g., move, write, draw, describe, gesture
e.g., tempo, rhythm, dynamics, instrumentation
e.g., move, draw, sing, play, gesture, conduct
e.g., tempo, rhythm, timbre, form, instrumentation, texture

e.g., pantomime, voice
e.g., actor, director, playwright, technician

Idea/Standard	Subject	Grade
Conventions of Standard English	English Language Arts	K12
Conventions of Standard English	English Language Arts	K12
Key Ideas and Details	English Language Arts	K12
Key Ideas and Details	English Language Arts	K12
Integration of Knowledge and Ideas	English Language Arts	K12
Integration of Knowledge and Ideas	English Language Arts	K12
Comprehension and Collaboration	English Language Arts	K12
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	1
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	1
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	Music	1
Careers in and related to the arts significantly and positively impact local and global economies.	Music	1
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	1
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	1
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	2
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	2
Careers in and related to the arts significantly and positively impact local and global economies.	Music	2
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	2
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	3
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	3

Careers in and related to the arts significantly and positively impact local and global economies.	Music	3
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Music	3
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	3
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	4
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	4
Careers in and related to the arts significantly and positively impact local and global economies.	Music	4
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in	Music	4
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Music	4
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Music	5
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Music	5
Careers in and related to the arts significantly and positively impact local and global economies.	Music	5
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Music	5
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Music	5
Organization and Development of Living Organisms	Science	1
Forces and Changes in Motion	Science	1
The Practice of Science	Science	2
Responsible use of technology and information	Science	35
Modeling and simulations	Science	K2
Responsible use of technology and information	Science	K2
Historical Knowledge	Social Studies	1
Historical Knowledge	Social Studies	1
Foundations of Government, Law, and the American Political System	Social Studies	1
Civic and Political Participation	Social Studies	1

Foundations of Government, Law, and the American Political System	Social Studies	2
Foundations of Government, Law, and the American Political System	Social Studies	3
Civic and Political Participation	Social Studies	4
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Theatre	1
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	Theatre	1
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Theatre	1
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Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Theatre	1
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Theatre	1
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Theatre	2
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Theatre	2
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Theatre	2
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Theatre	2
Careers in and related to the arts significantly and positively impact local and global economies.	Theatre	2
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	Theatre	2
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Theatre	2
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	Theatre	2
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Theatre	2
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Theatre	2
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Theatre	3

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Theatre	3
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	Theatre	3
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Theatre	3
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	Theatre	3
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Theatre	3
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Theatre	3
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Theatre	4
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The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Theatre	4
Careers in and related to the arts significantly and positively impact local and global economies.	Theatre	4
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Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Theatre	5
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Theatre	5
Careers in and related to the arts significantly and positively impact local and global economies.	Theatre	5
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Theatre	5
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Theatre	5

Body Of Knowledge/ Strand	Direct Link
Language Standards	Click Here
Language Standards	Click Here
Reading	Click Here
Standards for Speaking and Listening	Click Here
Critical Thinking and Reflection	Click Here
Critical Thinking and Reflection	Click Here
Innovation, Technology, and the Future	Click Here
Innovation, Technology, and the Future	Click Here
Historical and Global Connections	Click Here
Skills, Techniques, and Processes	Click Here
Critical Thinking and Reflection	Click Here
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Innovation, Technology, and the Future	Click Here
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Innovation, Technology, and the Future	Click Here
Organizational Structure	Click Here
Life Science	Click Here
Physical Science	Click Here
Nature of Science	Click Here
Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
Computer Science - Communication Systems and Computing	Click Here
Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
American History	Click Here
American History	Click Here
Civics and Government	Click Here
Civics and Government	Click Here

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Civics and Government	Click Here
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Critical Thinking and Reflection	Click Here
Organizational Structure	Click Here
Skills, Techniques, and Processes	Click Here
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