



Creative Connections

An International Cultural Education Organization



IV. National Academic and Common Core Standards How Creative Connections' ArtLink Program Addresses the Common Core Standards*

To be ready for college, workforce training and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize and report on information and ideas, to conduct original research in order to answer questions or solve problems and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new.

"Key Points" found in the Common Core Standards illustrate the academic application of Creative Connections' ArtLink program:

- "Literacy standards...are predicated on teachers of ELA, history/social studies, science and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening and language in their respective fields."
- The term "technical subject" includes the arts, and it is defined by the standards as "[a] course devoted to practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music."
- Speaking and Listening: Students should, "Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly" and "gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media."
- Numerous examples are listed regarding the use of information gathered from both images or graphics' and digital media and technology' to enhance understanding.

*Sources:

www.corestandards.org

www.corestandards.org/resources/key-points-in-english-language-arts

The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework, 2012: The College for the National Coalition for Core Arts Standards.

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 National Academic Standards**

National Visual Arts Anchor Standards*	
Anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.	
<p>Creating</p> <p>#VA:Cr1.1: Generate and conceptualize artistic ideas and work.</p> <p>#VA:Cr1.2: Organize and develop artistic ideas and work.</p> <p>#VA:Cr3.1: Refine and complete artistic work.</p>	<p>Responding</p> <p>#VA:Re7: Perceive and analyze artistic work</p> <p>#VA:Re8: Interpret intent and meaning in artistic work</p> <p>#VA:Re9: Apply criteria to evaluate artistic work</p>
<p>Presenting</p> <p>#VA:Pr4.1: Select, analyze and interpret artistic work for presentation.</p> <p>#VA:Pr6.1: Convey meaning through the presentation of artistic work.</p> <p>*http://www.nationalartsstandards.org</p>	<p>Connecting</p> <p>#VA:Cn10.1: Synthesize and relate knowledge and personal experiences to make art.</p> <p>#VA:Cn11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>

US National Curriculum Standards for Social Studies*	
<p><i>Social studies programs should include experiences that provide for the study of culture and cultural diversity.</i></p> <ul style="list-style-type: none"> • Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns • Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference • Compare ways in which people from different cultures think about and deal with their physical environment and social conditions • Give examples and describe the importance of cultural unity and diversity within and across groups <p>http://www.socialstudies.org/standards/strands</p>	<p><i>Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:</i></p> <ul style="list-style-type: none"> • Identify and describe ways family, groups, and community influence the individual's daily life and personal choices • Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions <p><i>Social studies programs should include experiences that provide for the study of global connections and independence, so that the learner can:</i></p> <ul style="list-style-type: none"> • Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding • Examine the effects of changing technologies on the global community

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World Readiness Standards for Foreign Language Learning*

As stated by the American Council on the Teaching of Foreign Language, (ACTFL)* [which] continues to play a leadership role in the development of national content standards for foreign language education.

Communication

- *Interpersonal:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.
- *Interpretive:* Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.
- *Presentational:* Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Connections

- *Making Connections:* Learners build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- *Acquiring Information and Diverse Perspectives:* Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Cultures

- *Relating Cultural Practices to Perspectives:* Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.
- *Relating Cultural Products to Perspectives:* Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.

Comparisons

- *Language Comparisons:* Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.
- *Cultural Comparisons:* Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

*Found at: <http://www.actfl.org/publications/all/national-standards-foreign-language-education>

Communities

- *School and Global Communities:* Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- *Lifelong Learning:* Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.