Indiana State Academic Standards -- *The 25ᵗʰ Annual Putnam County Spelling Bee*

Grades 6-12

Reading Comprehension

- 6.RC.1, 7.RC.1, 8.RC.1, 9-10.RC.1 and 11-12.RC.1 Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence.
- 6.RC.2, 7.RC.2 and 8.RC.2 Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
- 6.RC.3 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.
- 7.RC.3, 9-10.RC.3 and 11-12.RC.3 Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
- 6.RC.5 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
- 8.RC.5 and 9-10.RC.6 Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- 6.RC.6 and 7.RC.6 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- 11-12.RC.6 Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.
- 6.RC.7 Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.
- 6.RC.8 and 7.RC.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping
- 6.RC.10, 7.RC.10, 8.RC.8 and 9-10.RC.9 Use context to determine or clarify the meaning of words and phrases.
- 9-10.RC12 and 11-12.RC.13 Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.

Communication and Collaboration

- 6.CC.1, 7.CC.1, 8.CC.1, 9-10.CC.1 and 11-12.CC.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
- 6.CC.2, 7.CC.2 and 8.CC.2 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed
- 9-10.CC.2 and 11-12.CC.2 Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas.

- 7.CC.3 and 8.CC.3 Acknowledge new information expressed by others, and consider it in relation to one's own views.
- 9-10.CC.3 and 11-12.CC.3 Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- 6.CC.4 and 7.CC.4 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally), and explain how the ideas clarify a topic, text, or issue under study
- 8.CC.4 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 7.CC. 5, 8.CC.5, 9-10.6 and 11-12.CC.5 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.

Ethnic Studies

- ES.1.3 Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- ES.3.2 Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.

Psychology

- P.5.4 Identify environmental factors that lead to stress.
- P.5.6 Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each.
- P.7.1 Understand and identify social norms and how they differ across cultures.
- P.7.2 Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor- observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance.
- P.7.5 Discuss the various types of conflict and the processes involved in conflict resolution.
- P.7.6 Explain how stereotypes, prejudice, and discrimination influence behavior.

Sociology

- S.2.3 Identify and apply elements of nature vs. nurture in explaining human social behavior.
- S.2.4 Identify American cultural values; explain how the U.S. is a heterogeneous society.
- S.2.9 Identify both rights and responsibilities the individual has to the group.
- S.3.5 Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment).
- S.3.6 Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions, including re-socialization).
- S.4.8 Distinguish between the terms role, status, and esteem.
- S.4.9 Explain how roles and role expectations can lead to role conflict.
- S.5.1 Distinguish between biological (ascribed) status and socially assigned gender roles.

- S.10.10 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.
- S.11.2 Identify formal and informal, as well as positive and negative forms of social control employed in our society

Health and Wellness

- HS.1.2 Cite evidence that demonstrates the interrelationships of emotional, intellectual, physical, and social health across the lifespan.
- HS.2.1 Analyze how the family influences the health or individuals across the lifespan.
- 6-8.2.2 and HS2.2 Analyze and evaluate how the school and community can affect personal health practices and behaviors.
- 6-8.2.7 and HS.2.7 Analyze how the perceptions of norms influence health behaviors.
- 6-8.4.9 and HS.4.9 Examine the impact of communication on relationships.

Theatre

- TH:Cr2.1.I (a) Explore the function of history and culture in the development of an idea through a critical analysis of original ideas in a theatrical work.
- TH:Cr2.1.III (a) Analyze the role history, culture, and theatre traditions play in the process from the inception of an idea to the development of a theatrical work.
- TH:Pr4.1.I (a) Examine how character relationships assist in telling the story of a theatrical work. TH:Pr4.1.I (a) Examine how character relationships assist in telling the story of a theatrical work.
- TH:Re7.1.6 (a) Describe and record personal reactions to artistic choices in a theatrical work.
- TH:Re7.1.8 (a) Apply criteria to the evaluation of artistic choices in a theatrical work.
- TH:Re7.1.III (a) Use historical and cultural context to structure and justify personal responses to a theatrical work.
- TH:Re8.1.7 (a), TH:Re8.1.8 (a), and TH:Re8.1.I (a) Identify the artistic choices made based on personal experience in a theatrical work.
- TH:Re8.1.6 (b), TH:Re8.1.7 (b), TH:Re8.1.8 (b), and TH:Re8.1.I (b) Identify cultural perspectives that may influence the evaluation of a theatrical work.
- TH:Re8.1.6 (c), TH:Re8.1.7 (c), TH:Re8.1.8 (c) TH:Re8.1.I (b) Identify personal aesthetics, preferences, and beliefs through participation in or observation of a theatrical work.
- TH:Re8.1.II (a) Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a theatrical work.
- TH:Re8.1.II (c) Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and/or observation of a theatrical work.
- TH:Re8.1.III (b) Use new understandings of cultures and contexts to shape personal responses to theatrical work.
- TH:Re9.1.6 (a), TH:Re9.1.7 (a), TH:Re9.1.8 (a), and TH:Re9.1.I (a) Use supporting evidence and criteria to evaluate drama/theatrical work.
- TH:Re9.1.6 (b), TH:Re9.1.7 (b), TH:Re9.1.8 (b), and TH:Re9.1.I (b) Apply the production elements used in a theatrical work to assess the production's aesthetic choices.
- TH:Re9.1.6 (c) and TH:Re9.1.7 (c) Identify a specific audience or purpose for a theatrical work.
- TH:Re9.1.8 (c) and TH:Re9.1.II (c) Assess the impact of a theatrical work on a specific audience.

- TH:Re9.1.I (c) Formulate a deeper understanding and appreciation of a theatrical work by considering its specific purpose or intended audience.
- TH:Re9.1.II (b) Construct meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
- TH:Re9.1.III (a) Research and synthesize cultural and historical information related to a theatrical work to support or evaluate artistic choices.
- TH:Re9.1.III (b) Analyze and evaluate varied aesthetic interpretations of production elements for the same theatrical work.
- TH:Re9.1.III (c) Compare and debate the connection between a theatrical work and contemporary issues that may impact audiences.
- TH:Cn10.1.6 (a) Explain how the actions and motivations of characters in a theatre work impact perspectives of a community or culture.
- TH:Cn10.1.7 (a) and t TH:Cn10.1.I (a) Incorporate multiple perspectives and diverse community ideas in a theatrical work.
- TH:Cn10.1.8 (a) Examine a community issue through multiple perspectives in a theatrical work.
- TH:Cn12.1.6 (b) and TH:Cn12.1.7 (b) Investigate the time period and place of a theatre work to better understand performance and design choices.
- TH:Cn12.1.I (a) Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work, using research methods.
- TH:Cn12.1.I (b) Use basic research methods to better understand the social and cultural background of a theatrical work.

Music

- Cn.1.12.1 Explore and evaluate personal benefits of listening to, performing, and creating music and how each can enrich one's life.
- Cn.1.12.2 Explore and describe the role of music and the arts in developing an empathic society through music that is performed, created, and/or listened to in daily life. Cn.1.12.3 Discuss and debate the nature of music appreciation and justify music's value to society.
- Cn.2.8.1 and Cn.2.12.1 Describe, explore, and critique how the principles of music relate to other disciplines.
- Cn.2.8.2 and Cn.2.12.2 Compare and describe how the characteristic elements of music and the other arts can be used to depict and/or transform events, scenes, emotions, or ideas into works of art.
- Cn.2.8.3 Apply music for learning and recalling knowledge and information in other disciplines.
- Cn.2.12.3 Describe and analyze how technology has changed who might participate in music and how various technologies can both enhance and diminish music and the other arts.
- Cn.3.8.1 and Cn.3.12.1 Identify, describe, and perform the distinguishing characteristics of musical works from a variety of genres, styles, historical periods, and cultures.
- Cn.3.12.2 Identify and explore music and musicians that influenced societal change and/or politics and describe how they reflected culture at a particular time in history.
- Lr.5.8.2 and Lr.5.12.1 Identify elements of music and analyze/describe how they manifest in a musical example.
- Lr.5.12.2 Identify elements of music and compare how they are utilized to create specific music styles and/or cultural traditions.

- Lr.5.8.3 and Lr.5.12.3 Develop criteria for evaluating the quality and effectiveness of music performers, performances, and compositions and apply the criteria to music that is listened to, performed, and/or created.

Dance

- DA:Cr2.1.7 (b) Examine theatrical elements in dances and dance studies from a variety of cultures and styles and discuss choices of elements that enhance the ability to communicate through choreography.
- DA:Pr4.1.7 (c) Compare and contrast movement characteristics from a variety of dance genres, and styles and dances from a variety of cultures. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.
- DA:Pr6.1.6 (b) Correctly use production terminology and explain reasons for choosing among a variety of possible production elements to intensify and heighten the artistic intent of a variety of dance works.
- DA:Pr6.1.7 (b) Correctly use production terminology to explain how production elements change according to different venues, different audiences, different dance styles and/or genres and dances from a variety of cultures.
- DA:Pr6.1.I (b) Acquire understanding of the production elements of a performance and identify ideas that would intensify and heighten the artistic intention of the dances.
- DA:Re7.1.6 (a), DA:Re7.1.7 (a), DA:Re7.1.8 (a), and DA:Re7.1.I (b) Use correct, genre specific dance terminology to explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices.
- DA:Re7.1.8 (b) Describe, demonstrate and discuss patterns of movement and their relationships in dance phrases or a dance in context of artistic intent.
- DA:Re7.1.II (a) Analyze dance works and identify examples of recurring patterns of movement and their relationships that create structure and meaning in dance.
- DA:Re7.1.III (a) Evaluate dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well structured and meaningful choreography.
- DA:Re7.1.III (b) Evaluate movement patterns in dances using objective and subjective criteria. Analyze aesthetic and cultural styles communicated in dances from a variety of genres, styles, and diverse cultures or historical periods. Use genre- specific dance terminology.
- DA:Re8.1.6 (a) Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.
- DA:Re8.1.8 (a) Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.
- DA:Re8.1.I (a) Reflect upon a dance and discuss its artistic intent and artistic expression. Identify use of the elements of dance and dance technique to enhance meaning and support intention. Use genre specific dance terminology.
- DA:Re8.1.II (a) Analyze how the elements of dance, execution of dance movement principles and context contribute to artistic expression in a variety of dances. Use genre specific dance terminology.

- DA:Re8.1.III (a) Evaluate and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, and/or diverse cultures and historical periods. Use genre specific dance terminology.
- DA:Re9.1.6 (a) Develop artistic criteria to critique a dance using genre specific dance terminology. Discuss the characteristics and artistic intent of the dance.
- DA:Re9.1.7 (a) and DA:Re9.1.8 (a) Evaluate artistic criteria using genre specific dance terminology. Compare artistic intent, content and context of dances from a variety of cultures and examine characteristics of genre, style, or cultural movement practice.
- DA:Re9.1.I (a) Reflect upon the artistic expression of a dance. Discuss insights using aesthetic criteria and dance terminology.
- DA:Re9.1.II (a) Analyze two or more dances using aesthetic criteria to evaluate artistic expression. Apply subjective and objective viewpoints. Use genre-specific dance terminology.
- DA:Re9.1.III (a) Refine personal artistic preferences to critique dance. Apply subjective and objective viewpoints to a range of artistic expressions. Discuss perspectives with peers and justify views.
- DA:Cn10.1.6 (a) Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.
- DA:Cn10.1.7 (a) Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.
- DA:Cn10.1.8 (a) Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.
- DA:Cn10.1.I (a) Reflect upon the ideas expressed by the choreographer in a dance. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.
- DA:Cn10.1.II (a) Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.
- DA:Cn10.1.III (b) Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop individually or collaboratively criteria for making career choices that relate to the arts.
- DA:Cn11.1.8 (a) Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.