

Indiana Academic Standards - *Nina Simone: Four Women*

Grades 9-12

Reading Comprehension

- 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.
- 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.
- 11-12.RC.4 Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.
- 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.
- 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.
- 9-10.RC.8 Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
- 9-10.RC.9 Use context to determine or clarify the meaning of words and phrases.
- 11-12.RC.10 Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
- 9-10.RC.12 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

- 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.
- 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.
- 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.
- 9-10.CC.5 and 11-12.CC.5 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.

US Government

- USG.1.1 Define civic life, political life, and private life, and describe the activities of individuals in each of these spheres.
- USG.1.7 Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.

- USG.3.13 Describe the influence of the media and technology on public opinion and public policy.
- USG.5.3 Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights, describe how they are expanded by decisions of the United States Supreme Court. Analyze and evaluate landmark cases of the Supreme Court concerning civil rights and liberties of individuals.
- USG.5.4 Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this.
- USG.5.5 Explain and give examples of important citizen actions that can impact local, state, and federal government as individuals and members of interest groups.
- USG.5.7 Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state, and national levels of government.
- USG.5.8 Use information from a variety of sources to describe and discuss current American political issues.

United States History

- USH.7.1 Explain the efforts of groups of African Americans, Native Americans, Hispanic Americans, and women to assert their social and civic rights in the years following World War II.
- USH.7.2 Evaluate various methods and philosophies (e.g., Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.
- USH.7.3 Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.
- USH.7.6 Identify the problems confronting different minorities during this period of economic and social change, and describe the solutions to these problems.
- USH.10.1 Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.
- USH.10.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.3 Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.10.4 Assess competing historical interpretations of a particular historical moment, event, or change.

Ethnic Studies

- ES.1.1 Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias, and critical consciousness.
- 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.2.1 Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- ES.2.3 Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.

- ES.3.1 Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.
- 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.
- ES.4.1 Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.
- ES.4.2 Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy, and individual champions.

History/Social Studies Literacy

- 9-10.LH.2.2 and 11-12.LH.2.2 9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 9-10.LH.3.1 and 11-12.LH.3.1 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- 9-10.LH.3.2 and 11-12.LH.3.2 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Psychology

- P.5.3 Distinguish between stress and distress.
- P.5.4 Identify environmental factors that lead to stress.
- P.6.2 Explain how both cultural and historical influences have affected the definition of abnormal behavior.
- 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.2.1 Explain the differences between the concepts: culture and society.
- S.2.4 Identify American cultural values; explain how the U.S. is a heterogeneous society.
- S.2.5 Identify culture conflict, cultural similarity, cultural diversity.
- S.2.6 Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between folkways and mores.
- S.2.7 Define and explore the defining characteristics of subcultures and countercultures in the United States.
- S.2.9 Identify both rights and responsibilities the individual has to the group.
- S.3.3 Explain how symbolic communication allows for socialization and cultural transmission.
- S.4.3 Compare the stratification of different societies.

- S.4.5 Explain how stratification differs from simple inequality and how stratification relates to ideology.
- S.4.6 Explore the consequences (or results) of stratification.
- S.4.7 Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.
- S.4.8 Distinguish between the terms role, status, and esteem.
- S.5.3 Explore sexism in language.
- S.6.7 Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
- S.7.2 Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society.
- S.7.3 Discuss the concept of political power and factors that influence political power.
- S.7.5 Examine one or more important social institutions (such as marriage, family, education, health care, Judicial system, religion) and their functions for society; consider how conflict theory sees the institution.
- S.8.2 Examine various social influences that can lead to immediate and long-term changes
- S.8.7 Distinguish major differences between social movements and collective behavior with examples.
- S.9.2 Describe how social problems have changed over time.
- S.9.4 Discuss the implications of social problems for society.
- S.9.5 Examine how individuals and groups respond to social problems.
- S.9.6 Evaluate possible solutions to social problems and the potential consequences.
- S.10.1 Describe traditions, roles and expectations necessary for a community to continue.
- S.10.2 Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
- S.10.5 Examine factors that could lead to the breakdown and disruption of an existing community.
- S.10.6 Discuss the impact of leaders of different social movements.
- S.10.9 Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology.
- S.11.2 Identify formal and informal, as well as positive and negative forms of social control employed in our society.

Music

- 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.2.12.1 Describe, explore, and critique how the principles of music relate to other disciplines.
- Cn.2.12.2 Recognize the characteristic elements of music and those of at least one other art form and analyze how they were combined to create a unique work of art.
- 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.3.12.1 1 Identify, describe, and perform the stylistic features of known musical works that serve to define their aesthetic tradition and historical or cultural context.

- 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.5.12.3 Evaluate the aesthetic impact of musical works by applying specific criteria and comparing them to known, exemplary models of similar style and/or cultural tradition.

Theatre

- TH:Cr1.1.I (b) Explore the impact of technology on design choices in a theatrical work.
- 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:Pr4.1.II (b) Identify how character choices are influenced by essential text information, research from various sources, and the director's concept that influence character choices in a theatrical work.
- TH:Re7.1.I (a) Respond to what is seen, felt, and heard in a theatre work to develop criteria for artistic choices.
- TH:Re7.1.III (a) Use historical and cultural context to structure and justify personal responses to a theatrical work.
- TH:Re8.1.I (b) Identify and compare cultural perspectives and contexts that may influence the evaluation of a theatrical work.
- TH:Re8.1.I (c) Justify personal aesthetics, preferences, and beliefs through participation in and/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 (b) Apply concepts from a theatre work for personal realization about cultural perspectives and understanding.
- 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.II (a) Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work
- TH:Re8.1.II (b) Use new understandings of cultures and contexts to shape personal responses to theatrical work.
- TH:Re9.1.II (a) Examine a theatrical work using supporting evidence and criteria, while considering other art forms, history, culture, and other disciplines.
- TH:Re9.1.I (b) Consider the aesthetics of the production elements in a theatrical work.
- 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 (a) Analyze and assess a theatre work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and criteria.
- 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.II (c) Explain how a theatre work communicates for a specific purpose and audience.
- 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:Cn10.1.I (a) Investigate how cultural perspectives, community ideas and personal beliefs impact a theatrical work.

- TH:Cn11.1.I (a) Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.