

Indiana State Academic Standards - *The Play that Goes Wrong*

Grades 4-12

Reading Comprehension

- 4.RC.1, 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.
- 5.RC.2, 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.
- 4.RC.3 and 6.RC.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
- 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.
- 5.RC.6 and 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.
- 4.RC.10, 5.RC.11, 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.
- 4.RC.13, 5.RC.14, 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

- 4.CC.1, 5.CC.1, 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.
- 4.CC.2, 5.CC.2, 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.

- 4.CC.3 and 5.CC.3 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- 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.
- 4.CC.4 Identify and use evidence a speaker provides to support particular points.
- 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.

Math and Science

- There will be many math and science standards that will be used to create the set and “tricks” of the play. Details will be discussed in the study guide.

Psychology

- P.4.2 Differentiate between learning, reflexes, and fixed-action patterns.
- P.5.3 Distinguish between stress and distress.
- P.5.4 Identify environmental factors that lead to stress.
- P.7.5 Discuss the various types of conflict and the processes involved in conflict resolution.
- P.8.1 Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation.

Sociology

- S.2.9 Identify both rights and responsibilities the individual has to the group.
- 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.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.

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:Re7.1.4 (a) Identify artistic choices made in a theatre work through participation and observation.
- TH:Re7.1.5 (a) Explain personal reactions to artistic choices made in a theatre work through participation and observation.
- 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:Re8.1.4 (b) Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.
- TH:Re8.1.4 (c) Identify and discuss physiological changes connected to emotions in theatrical work.
- TH:Re8.1.5 (a), 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:Re8.1.5 (b), 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:Re8.1.5 (c) Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in 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:Re9.1.4 (a) and TH:Re9.1.5 (a) Develop and implement a plan to evaluate 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:Re9.1.4 (b) and TH:Re9.1.5 (b) Investigate how technical elements may support a theme or idea in a 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:Re9.1.4 (c) and TH:Re9.1.5 (c) Recognize how a character's circumstances impact an audience's perspective in a theatrical work.
- 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:Cn10.1.4 (a), 5 TH:Cn10.1.5 (a), 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.