

Indiana Academic Standards for YPiP

In addition to the stated goals below, students may employ standards from Social Studies, Science, World Languages, or other areas based on the individual play they write.

Grade 6 English/Language Arts

- 6.W.3 Write narrative compositions in a variety of forms that:
 - a. Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
 - b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide an ending that follows from the narrated experiences or events. (E)
- 6.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
 - a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
 - b. Use technology to interact and collaborate with others to generate, produce, and publish writing.
- 6.W.6 Demonstrate command of English grammar and usage, focusing on:
 - a. Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - b. Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons. (E)
- 6.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
 - a. Punctuation – I. Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. II. Using semicolons to connect main clauses and colons to introduce a list or quotation. (E)
- 6.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 6.CC.2 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

- 6.CC.3 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)

Grade 7 English/Language Arts

- 7.W.3 Write narrative compositions in a variety of forms that:
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
 - b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (E)
 - e. Provide an ending that follows and reflects on the narrated experiences or events.
- 7.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
 - a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
 - b. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.
- 7.W.6 Demonstrate command of English grammar and usage, focusing on:
 - a. Verbs – Recognizing and correcting problems with subject/verb agreement.
 - b. Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.
 - c. Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)
- 7.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:
 - a. Punctuation – Using commas with subordinate clauses. (E)
- 7.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 7.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. (E)
- 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.

- 7.CC.8 Analyze the ways that the media use words and images to attract the public's attention. (E)

Grade 8 English/Language Arts

- 8.W.3 Write narrative compositions in a variety of forms that:
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
 - b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide an ending that follows and reflects on the narrated experiences or events. €
- 8.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. b. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
- 8.W.6 Demonstrate command of English grammar and usage, focusing on:
 - a. Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
- 8.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on: a. Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
- 8.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 8.CC.2 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
- 8.CC.7 Develop engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

Grades 9-10 English/Language Arts

- 9-10.W.3 Write narrative compositions in a variety of forms that:
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
 - b. Create a smooth progression of experiences or events.

- c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
- d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
- 9-10.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
 - a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
 - b. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
 - c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
- 9-10.W.6 Demonstrate command of English grammar and usage, focusing on:
 - a. Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
 - b. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. (E)
- 9-10.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
 - a. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. (E)

Grades 11-12 English/Language Arts

- 11-12.W.3 Write narrative compositions in a variety of forms that:
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
 - b. Create a smooth progression of experiences or events.
 - c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.

- d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
- 11-12.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
 - a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
 - b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
- 11-12.CC.1 Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
- 11-12.CC.2 Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
- 11-12.CC.3 Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Grade 6-8 Employability Skills Standards

- 6-8.M.1 Apply new strategies based on lessons learned from feedback.
- 6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.
- 6-8.M.4 Demonstrate continuous growth in self-understanding.
- 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.
- 6-8.WE.3 Complete tasks or activities with some prompting and guidance.
- 6-8.WE.4 Understand failure as an opportunity for growth.
- 6-8.WE.5 Understand how to meet long-term goals by developing short term goals.
- 6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.
- 6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in workplaces (i.e., attendance, tardiness, homework completion, following policies, etc.).

- 6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.
- 6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.
- 6-8.LS.10 Take an active participation in the learning process.
- 6-8.LS.11 Complete activities and assignments thoroughly and accurately.

Grade 9-10 Employability Skills Standards

- 9-10.M.1 Seek and participate in challenging learning activities related to career goals.
- 9-10.M.2 Able to view feedback as data' that helps the learning process.
- 9-10.M.3 Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.
- 9-10.WE.2 Complete tasks or activities with minimal prompting and guidance.
- 9-10.WE.3 Utilize self-efficacy to plan and achieve goals.
- 9-10.WE.4 Demonstrate organizational skills while completing project-based learning experiences and activities.
- 9-10.LS.5 Able to acquire knowledge of various career clusters through exploration (field trips, jobsite tours, job shadows, mentors, etc.).
- 9-10.LS.8 Participate in challenging learning activities and/or coursework related to career goals.
- 9-10.LS.9 Complete activities and assignments thoroughly and accurately.
- 9-10.SE.6 Demonstrate ability to give and receive feedback to work towards effective communication skills.

Grade 11-12 Employability Skills Standards

- 11-12.M.1 Engage in a continuous learning process related to career goals while actively seeking out and participating in a work-, service-, or project-based learning experiences.
- 11-12.M.3 Demonstrate confidence by taking risks to introduce new ideas or processes for work.
- 11-12.WE.2 Complete tasks or activities with no prompting and minimal guidance.
- 11-12.WE.4 Demonstrate perseverance through work-, service-, or project-based learning experiences.
- 11-12.WE.8 Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.
- 11-12.LS.5 Acquire occupational-related skills through work-, service-, or project-based learning experiences.
- 11-12.LS.7 Understand the importance of networking for enhancing achievement of education and career goals.

- 11-12.LS.11 Participate in coursework, activities, jobs, and diverse experiences that directly contribute to attainment of career goals.
- 11-12.LS.12 Complete activities and assignments thoroughly and accurately.
- 11-12.LS.14 Enhance creative thinking by integrating personal ideas from others.
- 11-12.SE.1 Show responsibility by acting in a professional, culturally responsive, and ethical manner.
- 11-12.SE.4 Feel empowered to advocate on behalf of themselves and others.

Grades 6-8 Theatre

- TH:Cr1.1.6 (b) Identify solutions to design challenges, as they relate to supporting the characters and story in a theatrical work.
- TH:Cr1.1.7 (b) Explain and present solutions to design challenges in a theatrical work.
- TH:Cr1.1.8 (b) Imagine and explore solutions to design challenges of a performance space in a theatrical work.
- TH:Cr2.1.6 (a) Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted theatrical work.
- TH:Cr2.1.6 (b) Contribute ideas and accept and incorporate the ideas of others in preparing or devising a theatrical work.
- TH:Cr2.1.7 (a) Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.
- TH:Cr2.1.7 (b) Demonstrate mutual respect for self and others and their roles in preparing or devising theatrical work.
- TH:Cr2.1.8 (a) Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.
- TH:Pr4.1.6 (a) Identify the essential events in a story or script that make up the dramatic structure in a theatrical work.
- TH:Pr4.1.7 (a) Consider various blocking and technical choices to enhance the story in a theatrical work.
- TH:Pr4.1.7 (b) Use various character objectives in a theatrical work.
- TH:Pr4.1.8 (a) Explore different pacing to better communicate the story in a theatrical work.
- TH:Pr4.1.8 (b) Use various character objectives and tactics in a theatrical work to overcome an obstacle.
- TH:Re7.1.6 (a) Describe and record personal reactions to artistic choices in a theatrical work.
- TH:Re7.1.7 (a) Compare recorded personal and peer 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:Re8.1.6 (a) Research and explain how artists make choices based on personal experience in a theatrical work.
- TH:Re8.1.6 (b) Identify cultural perspectives that may influence the evaluation of a theatrical work.
- TH:Re8.1.6 (c) Identify personal aesthetics, preferences, and beliefs through participation in or observation of a theatrical work.
- TH:Re8.1.7 (a) Identify the artistic choices made based on personal experience in a theatrical work.
- TH:Re8.1.7 (b) Describe how cultural perspectives can influence the evaluation of theatrical work.
- TH:Re8.1.7 (c) Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
- TH:Re8.1.8 (a) Recognize and share artistic choices when participating in or observing a theatrical work.
- TH:Re8.1.8 (b) Analyze how cultural perspectives influence the evaluation of a theatrical work.
- TH:Re8.1.8 (c) Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.
- TH:Re9.1.6 (a) Use supporting evidence and criteria to evaluate drama/theatrical work.
- TH:Re9.1.6 (c) Identify a specific audience or purpose for a theatrical work.
- TH:Re9.1.7 (a) Explain preferences using supporting evidence and criteria to evaluate theatrical work.
- TH:Re9.1.7 (c) Identify how the intended purpose of a theatrical work appeals to a specific audience.
- TH:Re9.1.8 (a) Respond to a drama/ theatrical work using supporting evidence, personal aesthetics, and artistic criteria.
- TH:Re9.1.8 (c) Assess the impact of a theatrical work on a specific audience.
- 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) 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:Cn11.1.6 (a) Identify universal themes or common social issues and express them through a theatrical work.
- TH:Cn11.1.8 (a) Use different forms of theatre work to examine contemporary social, cultural, or global issues.
- TH:Cn12.1.7 (a) Research and discuss how a playwright might have intended a theatre work to be produced.

- TH:Cn12.1.7 (b) Examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

High School Theatre

- TH:Cr1.1.I (a) Apply basic research to construct ideas about the visual composition of a theatrical work.
- TH:Cr1.1.I (c) Use script analysis to generate ideas about a character that is believable and authentic in a theatrical work.
- TH:Cr1.1.II (a) Investigate historical and cultural conventions and their impact on the visual composition of a theatrical work.
- TH:Cr1.1.II (c) Use personal experiences and knowledge to develop a character that is believable and authentic in a theatrical work.
- TH:Cr1.1.8 (a) Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a theatrical work.
- TH:Cr1.1.8 (c) Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, 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:Cr2.1.II (a) Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to 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 (b) Shape character choices using given circumstances in a theatrical work.
- TH:Pr4.1.II (a) Discover how unique choices shape believable and sustainable 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.II (a) Demonstrate an understanding of interpretations of artistic choices and how each might be used to influence future 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.I (a) Analyze and compare artistic choices developed from personal experiences in theatrical works.
- 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.III (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.III (b) Use new understandings of cultures and contexts to shape personal responses to theatrical work.
- TH:Re8.1.III (c) Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.
- TH:Re9.1.I (a) Examine a theatrical work using supporting evidence and criteria, while considering other art forms, history, culture, and other disciplines.
- 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:Re9.1.III (c) Compare and debate the connection between a theatrical work and contemporary issues that may impact audiences.
- TH:Cn10.1.I (a) Investigate how cultural perspectives, community ideas and personal beliefs impact a theatrical work.
- TH:Cn10.1.III (a) Collaborate on a theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.
- TH:Cn11.1.I (a) Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.
- TH:Cn11.1.II (a) Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural theatrical work.
- TH:Cn11.1.III (a) Develop a theatre work that identifies and questions cultural, global, and historic belief systems.

- 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.
- TH:Cn12.1.II (a) Formulate creative choices for devised or scripted theatre work based on theatre research about the selected topic.
- TH:Cn12.1.II (b) Explore how personal beliefs and biases can affect the interpretation of research applied in theatrical work.
- TH:Cn12.1.III (a) Justify the creative choices made in a devised or scripted theatrical work, based on research.