

Indiana State Academic Standards – *The 39 Steps*

Language Arts

6th Grade

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- 6.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
- 6.RC.2 Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text
- 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. (E)
- 6.RC.5 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
- 6.RC.6 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 6.RC.7 Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text. (E)
- 6.RC.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.
- 6.RC.9 Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue
- 6.RC.10 Use context to determine or clarify the meaning of words and phrases.
- 6.RC.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand individual words.
- 6.RC.12 Distinguish among the connotations of words with similar denotations.
- 6.RC.13 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (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)
- 6.CC.4 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- 6.CC.5 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.CC.7 Develop engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

7th Grade

- 7.RC.1 Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
- 7.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. (E)
- 7.RC.3 Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)
- 7.RC.4 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 7.RC.5 Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
- 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).
- 7.RC.7 Determine an author's perspective or purpose in a text, and analyze how the author distinguishes their position from the positions of others. (E)
- 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. (E)
- 7.RC.10 Use context to determine or clarify the meaning of words and phrases.

- 7.RC.11 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- 7.RC.12 Distinguish among the connotations of words with similar denotations.
- 7.RC.13 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel). (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.3 Acknowledge new information expressed by others, and consider it in relation to one's own views. (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.5 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.
- 7.CC.6 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.

8th Grade

- 8.RC.1 Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- 8.RC.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)
- 8.RC.4 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RC.5 Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- 8.RC.6 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (E)
- 8.RC.8 Use context to determine or clarify the meaning of words and phrases.
- 8.RC.9 Distinguish among the connotations of words with similar denotations.
- 8.RC.10 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 8.RC.11 Interpret figures of speech (e.g., verbal irony, puns) in context.
- 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.3 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.
- 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.

9th & 10th Grade

- 9-10.RC.1 Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
- 9-10.RC.2 Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
- 9-10.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.
- 9-10.RC.4 Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.

- 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.
- 9-10.RC.7 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 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.11 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 9-10.RC.12 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. (E)
- 9-10.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. (E)
- 9-10.CC.2 Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
- 9-10.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.4 Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.

11th & 12th Grade

- 11-12.RC.1 Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)
- 11-12.RC.3 Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin

or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work. (E)

- 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.
- 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.
- 11-12.RC.7 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text. (E)
- 11-12.RC.8 Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.
- 11-12.RC.11 Use context to determine or clarify the meaning of words and phrases.
- 11-12.RC.12 Analyze nuances in the meaning of words with similar denotations.
- 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 cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 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) 6 2023 Indiana Academic Standards:
- 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.

Social Studies - History

- 6.H.16 Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved. ie: the role of women in different time periods, decline of ancient civilizations, attitudes toward human rights.

Social Studies – Geography

- 6.G.2 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere

Social Studies – Geography and History of the World: Conflict and Cooperation

- GHW.7.2 Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.

Social Studies – World History: An Era of Global Conflicts, Challenges, Controversies, and Changes 1900 CE to Present

- WH.6.4 Identify the causes (i.e., social, political, militaristic, and economic) and key events of World War II, and analyze the impact this war had on the global community.
- WH.7.4 Explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.

Psychology

- P.5.3 Distinguish between stress and distress.
- P.5.4 Identify environmental factors that lead to stress.
- 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.
- 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: Grades 6-8

- TH:Cr1.1.6 (a) Identify possible solutions to blocking challenges in a theatrical work.
- TH:Cr1.1.6 (b) Identify solutions to design challenges, as they relate to supporting the characters and story in a theatrical work..
- TH:Cr1.1.6 (c) Explore a scripted or improvised character by imagining the given circumstances in a theatrical work.
- TH:Cr1.1.7 (a) and TH:Cr1.1.8 (a) Investigate, imagine, and explore multiple perspectives and solutions to blocking challenges 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:Cr2.1.7 (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:Cr2.1.8 (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:Cr3.1.6 (a) Articulate and examine choices to refine a devised or scripted theatrical work.
- TH:Cr3.1.6 (b) Identify effective physical and vocal traits of characters in an improvised or scripted 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:Pr4.1.8 (a) Explore different pacing to better communicate the story in a theatrical work.
- TH:Pr5.1.6 (a) Recognize how acting exercises and techniques can be applied to a theatrical work.
- TH:Pr5.1.6 (b) Articulate how technical elements are integrated into 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: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:Re9.1.6 (a) Use supporting evidence and criteria to evaluate drama/theatrical work.
- TH:Re9.1.6 (b) Apply the production elements used in a theatrical work to assess the production's aesthetic choices.
- 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 (b) Consider the aesthetics of the production elements in a 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 (b) Apply the production elements used in a theatre work to assess aesthetic choices.
- 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:Cn12.1.6 (b) Investigate the time period and place of a theatre work to better understand performance and design choices.

Theatre: Grades 9-12

- TH:Cr1.1.I (b) Explore the impact of technology on design choices in 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: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.I (b) Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a theatrical work.
- TH:Pr4.1.I (a) Examine how character relationships assist in telling the story of a theatrical work.
- TH:Pr4.1.II (a) Discover how unique choices shape believable and sustainable 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 (b) Consider the aesthetics of the production elements in a 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.
- 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.III (a) Justify the creative choices made in a devised or scripted theatrical work, based on research.