

Indiana State Standards for Marie & Rosetta

English

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.

8th Grade Social Studies

8.H.19 Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.

8.H.26 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time, such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (E)

8.C.4 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States. (E)

8.G.6 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. (E)

Economics

E.1.4 Define scarcity, and explain how choices incur opportunity costs and trade-offs. (E)

E.1.8 Illustrate how investment in physical and human capital can raise productivity and future standards of living. (E)

Geography and the History of the World

GHW.4.1 Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. (E)

GHW.6.3 Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.

United States History

USH.2.5 Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years.

(E)USH.3.2 Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (E)

USH.3.4 Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair, and including movements such as the Harlem Renaissance, Women’s Suffrage, labor movements, and socialist movement. (E)

USH.4.1 Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the workplace. (E)

USH.4.2 Assess the causes of the resurgence of social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.

USH.6.1 Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954). (E)

USH.6.2 Discuss key economic and social changes in post-World War II American life, including the Second Red Scare and its effects on American culture.

USH.10.1 Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.

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.

World History and Civilization

WH.7.4 Explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.

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.2.2 Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).

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.2.4 Students examine history and the present to make predictions about what role the dominant culture plays in the loss of racial/ethnic culture and cultural identity.

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.

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.2.1 Define culture and identify the material and non-material components of culture.

S.2.2 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.2.7 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.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.4.7 Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.

S.4.9 Explain how roles and role expectations can lead to role conflict.

S.5.2 Explore how gender role socialization occurs.

S.5.3 Explore sexism in language.

S.5.5 Explore how gender roles differ in different societies and how they change over time.

S.6.7 Define ethnocentrism and explain how it can be beneficial or destructive to a culture.

S.6.9 Explore the formation of group norms.

S.8.2 Examine various social influences that can lead to immediate and long-term changes.

S.8.6 Describe how the role of the mass media has changed over time and project what changes might occur in the future.

S.7.1 Define social institutions as being made up of norms and values, and explain their importance to society.

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.7.5 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.8.6 Describe how the role of the mass media has changed over time and project what changes might occur in the future.

S.8.7 Distinguish major differences between social movements and collective behavior with examples.

S.9.1 Identify characteristics of a social problem as opposed to an individual problem.

S.9.3 Explain how patterns of behavior are found with certain social problems.

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.10.7 Define propaganda and discuss the methods of propaganda used to influence social behavior.

S.10.8 Discuss both the benefits and social costs of collective behavior in society.

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.10.10 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

Music

6th-8th Grade

Cn.1.8.2 Identify various uses of music in daily life and describe the characteristics that make music suitable for a specific use.

Cn.2.8.1 Describe and explore how the study of music applies to language arts, mathematics, and/or science.

Cn.2.8.2 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.3.8.3 Compare and contrast, in various cultures and historical periods, the functions of music, the roles of musicians, and the conditions under which participation in music typically occurs.

Lr.5.8.3 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.

High School

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.2.12.1 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.

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

Lr.6.12.3 Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement and conducting in listening examples, singing games, and/or simple folk dances.

Theatre

7th Grade

TH:Re7.1.7 (a) Compare recorded personal and peer reactions to artistic choices in 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: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:Cn10.1.7 (a) Incorporate multiple perspectives and diverse community ideas in a theatrical work.

TH:Cn11.1.7 (a) Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a theatre work with a particular cultural, global, or historic context.

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.

8th Grade

TH:Re7.1.8 (a) Apply criteria to the evaluation of artistic choices in 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:Re9.1.8 (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:Cn10.1.8 (a) Examine a community issue through multiple perspectives in a theatrical work.

TH:Cn11.1.8 (a) Use different forms of theatre work to examine contemporary social, cultural, or global issues

TH:Cn12.1.8 (b) Identify and use artifacts from a time period and place to develop performance and design choices in a theatrical work.

High School

TH:Cr1.1.I (a) Apply basic research to construct ideas about the visual composition of a theatrical work.

TH:Cr1.1.I (b) Explore the impact of technology on design choices 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.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.II (a) Discover how unique choices shape believable and sustainable 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.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. T

H: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 (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: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: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.