

Indiana State Standards for Joe Turner's Come and Gone

English Language Arts Standards

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.

Economics

E.1.2 Identify incentives and explain how they influence economic behavior and decision-making.

E.1.3 Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.

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

E.2.6 Describe how the earnings of workers are determined by a number of factors including the market value of the product produced, workers' productivity, the amount of human capital held by workers, collective bargaining, and discrimination. (E)

Geography and the History of the World

GHW.3.4 Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline. (E)

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

United States History

USH.2.1 Explain the causes and consequences of the Industrial Revolution.

USH.2.4 Summarize the impact industrialization and immigration had on social movements of the era, including the contributions of specific individuals and groups.

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.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.

USH.10.5 Develop arguments, defended with historical evidence, which explain historical change.

World History and Civilization

WH.7.1 Identify patterns of historical change and duration, and construct a representation that illustrates continuity and change.

WH.7.2 Locate and analyze primary and secondary sources related to an event or issue of the past. (E)

WH.7.3 Investigate and interpret multiple causations in analyzing historical actions, and analyze cause-and-effect relationships. (E)

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.2.4 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.3.5 Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment).

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.3.7 Discuss how societies recognize rites of passage.

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

S.5.1 Distinguish between biological (ascribed) status and socially assigned gender roles.

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.6.2 Distinguish between primary groups and secondary groups with examples of each.

S.6.3 Explore reasons for group formation; distinguish instrumental from expressive needs.

S.6.4 Explain the functions of groups both for individual group members and for society.

S.6.5 Explain how the importance of primary and secondary groups have changed over time, particularly in relation to pre-industrial and industrial society.

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

S.6.8 Define different types of groups (involuntary, voluntary, coercive, reference).

S.6.9 Explore the formation of group norms.

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

S.8.3 Describe how collective behavior can influence and change society.

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

S.9.2 Describe how social problems have changed over time.

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.10.2 Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.

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.

Theatre

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.