

English/Language Arts

COMMUNICATION AND COLLABORATION

- 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.
 - 9-10.CC.5 Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.
 - 9-10.CC.6 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.
 - 9-10.CC.8 Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result. (E)
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- 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.
 - 11-12.CC.4 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. Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)

- 11-12.CC.5 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
- 11-12.CC.6 Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.
- (E) 11-12.CC.8 Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. (E)

Theatre: Responding

REFLECT

- 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.

INTERPRET

- 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.

EVALUATE

- 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. HS Advanced
- 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.

Theatre: Connecting

EMPATHIZE

- TH:Cn10.1.I (a) Investigate how cultural perspectives, community ideas and personal beliefs impact a theatrical work.
- TH:Cn10.1.II (a) Choose and interpret a theatre work to reflect or question personal beliefs.
- TH:Cn10.1.III (a) Collaborate on a theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

INTERRELATE

- 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.

RESEARCH

- 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. HS Advanced
- TH:Cn12.1.III (b) Present and support an opinion about the social, cultural, and historical understandings of a theatrical work, based on research.

Social Studies

US HISTORY

USH.7.1 Explain the efforts of groups of African Americans, Native Americans, Hispanic Americans, and women to assert their social and civic rights in the years following World War II.

USH.7.2 Evaluate various methods and philosophies (e.g., Martin Luther King, Jr., the Black Panthers, and Malcolm X to bring about social justice during the Civil Rights Movement.

PSYCHOLOGY

P.5.3 Distinguish between stress and distress.

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.

SOCIOLOGY

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

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.10.5 Examine factors that could lead to the breakdown and disruption of an existing community.

S.10.6 Discuss the impact of leaders of different social movements.

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.

Ethnic Studies

ES.1.2 Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.

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.