

## **THEATRE: RESPONDING**

### **REFLECT**

- Grade 7 TH:Re7.1.7 (a) Compare recorded personal and peer reactions to artistic choices in a theatrical work.
- Grade 8 TH:Re7.1.8 (a) Apply criteria to the evaluation of artistic choices in a theatrical work.
- HS Proficient TH:Re7.1.I (a) Respond to what is seen, felt, and heard in a theatre work to develop criteria for artistic choices.
- HS Accomplished TH:Re7.1.II (a) Demonstrate an understanding of interpretations of artistic choices and how each might be used to influence future theatrical work.
- HS Advanced TH:Re7.1.III (a) Use historical and cultural context to structure and justify personal responses to a theatrical work.

### **INTERPRET**

#### Grade 7

- 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.

#### Grade 8

- 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.

## HS Proficient

- 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.

## HS Accomplished

- 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.

## HS Advanced

- 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**

### Grade 7

- 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.

## Grade 8

- 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

## HS Proficient

- 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.

## HS Accomplished

- 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**

- Grade 7 TH:Cn10.1.7 (a) Incorporate multiple perspectives and diverse community ideas in a theatrical work.
- Grade 8 TH:Cn10.1.8 (a)
- HS Proficient TH:Cn10.1.I (a) Investigate how cultural perspectives, community ideas and personal beliefs impact a theatrical work.
- HS Accomplished TH:Cn10.1.II (a) Choose and interpret a theatre work to reflect or question personal beliefs.
- HS Advanced TH:Cn10.1.III (a) Collaborate on a theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical con

### **Interrelate**

Grade 7 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.

Grade 8 TH:Cn11.1.8 (a) Use different forms of theatre work to examine contemporary social, cultural, or global issues.

HS Proficient TH:Cn11.1.I (a) Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.

HS Accomplished TH:Cn11.1.II (a) Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural theatrical work.

HS Advanced TH:Cn11.1.III (a) Develop a theatre work that identifies and questions cultural, global, and historic belief systems.

### **Research**

HS Proficient

- 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.

HS Accomplished

- 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.

HS Advanced

- TH:Cn12.1.III (a) Justify the creative choices made in a devised or scripted theatrical work, based on research.
- TH:Cn12.1.III (b) Present and support an opinion about the social, cultural, and historical understandings of a theatrical work, based on research.

## **WORLD HISTORY AND CIVILIZATION**

WH.2.1 Review the development and fundamental beliefs of major world religions and philosophies, including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam. (E)

WH.3.4 Explain the role of Christianity as a unifying force in medieval Europe.

WH.4.2 Analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion.

WH.5.1 Explain the key developments of the Scientific Revolution and its impact on the world.

### **Historical Thinking**

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.

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

WH.7.5 . Use technology and historical data in the process of conducting and presenting historical research.

WH.7.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue, and support that position.

## **ENGLISH LANGUAGE ARTS**

### **7<sup>th</sup> 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.

### **8<sup>th</sup> 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.

### **9<sup>th</sup> & 10<sup>th</sup> 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.

### **11<sup>th</sup> & 12<sup>th</sup> 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.

### **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.

## **VISUAL ARTS**

### **Perceive**

Grade 7 VA:Re7.1.7 (a) Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Grade 8 VA:Re7.1.8 (a) Explain how a person's aesthetic choices are influenced by culture and/or environment and impact the visual image that one conveys to others.

HS Proficient VA:Re7.1.I (a) Hypothesize ways in which art influences perception and understanding of human experiences.

HS Accomplished VA:Re7.1.II (a) Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

HS Advanced VA:Re7.1.III (a) Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Grade 7 VA:Re7.2.7 (a) Analyze multiple ways that images influence specific audiences.

Grade 8 VA:Re7.2.8 (a) Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

HS Proficient VA:Re7.2.I (a) Analyze how one's understanding of the world is affected by experiencing visual imagery.

HS Accomplished VA:Re7.2.II (a) Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

HS Advanced VA:Re7.2.III (a) Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

### **Analyze**

Grade 7 VA:Re8.1.7 (a) Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

Grade 8 VA:Re8.1.8 (a) Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

HS Proficient VA:Re8.1.I (a) Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

HS Accomplished VA:Re8.1.II (a) Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

HS Advanced VA:Re8.1.III (a) Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

### **Interrelate**

Grade 7 VA:Cn11.1.7 (a) Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Grade 8 VA:Cn11.1.8 (a) Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

HS Proficient VA:Cn11.1.I (a) Describe how knowledge of culture, traditions, and history may influence personal responses to art.

HS Accomplished VA:Cn11.1.II (a) Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary current and local contexts.

HS Advanced VA:Cn11.1.III (a) Analyze and appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.