Indiana Academic Standards – *A Christmas Carol*

Grades 3-5 - Grades 6-8 - Grades 9-12

GRADE THREE

Reading Comprehension

- 3.RC.1 Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers
- 3.RC.2 - Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works
- 3.RC.3 - Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.
- 3.RC.4 - Distinguish personal point of view from that of the narrator or those of the characters

Communication and Collaboration

- 3.CC.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly
- 3.CC.5 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.CC.8 - Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture

Theatre Responding

- TH:Re7.1.3 (a) Understand why artistic choices are made in a theatrical work.
- TH:Re8.1.3 (a) Consider multiple personal experiences when participating in or observing a theatrical work.
- TH:Re9.1.3 (a) Understand how and why groups evaluate a theatrical work.
- TH:Re9.1.3 (c) Evaluate and analyze problems and situations in a theatre work from an audience perspective

Theatre Connecting

- TH:Cn12.1.3 (a) Explore how stories are adapted from literature to theatrical work.
- TH:Cn10.1.3 (a) Use personal experiences and knowledge to make connections to community and culture in a theatrical work.

Music-General: Connect

- Cn.3.5.1 Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.
- Cn.3.5.2 Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances.
- Cn.3.5.3 Recognize and describe various roles of musicians in society.

GRADE FOUR

Reading Comprehension

- 4.RC.4 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (E)
- 4.RC.10 Apply context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.
- 4.RC.13 Determine how words and phrases provide meaning to works of literature, including figurative language

Communication and Collaboration

- 4.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)
- 4.CC.2 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (E)
- 4.CC.3 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)

Theatre Responding

- TH:Re7.1.4 (a) Identify artistic choices made in a theatre work through participation and observation.
- TH:Re8.1.4 (a) Compare and contrast multiple personal experiences when participating in or observing a theatrical work.
- TH:Re8.1.4 (b) Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.
- TH:Re8.1.4 (c) Identify and discuss physiological changes connected to emotions in theatrical work.
- TH:Re9.1.4 (b) Investigate how technical elements may support a theme or idea in a theatrical work.
- TH:Re9.1.4 (c) Observe how a character's choices impact an audience's perspective in a theatrical work.

Theatre Connecting

- TH:Cn10.1.4 (a) Identify the ways theatre work reflects the perspectives of a community or culture.
- TH:Cn12.1.4 (b) Compare the theatre conventions of a given time period with those of the present.

Music-General: Connect

- Cn.3.5.1 Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.
- Cn.3.5.2 Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances.
- Cn.3.5.3 Recognize and describe various roles of musicians in society.

GRADE FIVE

Reading Comprehension

- 5.RC.2 Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (E)
- 5.RC.11 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- 5.RC.14 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

Communication and Collaboration

- 5.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)
- 5.CC.2 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (E)
- 5.CC.7 Identify the role of the media in focusing people's attention on events and in forming their opinions on issues. (E)

Theatre Creating

- TH:Cr1.1.5 (a) Identify physical qualities that might reveal a character's inner traits in the imagined world of a theatrical work.

- TH:Cr1.1.5 (c) Imagine how a character's inner thoughts impact the story and given circumstances in a theatrical work

Theatre Responding

- TH:Re7.1.5 (a) Explain personal reactions to artistic choices made in a theatre work through participation and observation.
- TH:Re8.1.5 (a) Justify responses based on personal experiences when participating in or observing a theatrical work.
- TH:Re8.1.5 (b) Explain responses to characters based on cultural perspectives when participating in or observing theatrical work.
- TH:Re8.1.5 (c) Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.
- TH:Re9.1.5 (a) Develop and implement a plan to evaluate theatrical work.
- TH:Re9.1.5 (b) Assess how technical elements represent the theme of a theatrical work.
- TH:Re9.1.5 (c) Recognize how a character's circumstances impact an audience's perspective in a theatrical work.

Theatre Connecting

- TH:Cn11.1.5 (a) Investigate historical, global, and social issues expressed in theatrical work.

Music-General: Connect

- Cn.3.5.1 Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.
- Cn.3.5.2 Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances.
- Cn.3.5.3 Recognize and describe various roles of musicians in society.

GRADE SIX

Reading Comprehension

- 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. (E)
- 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.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.

Communication and Collaboration

- 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.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

Music - Connecting

- Cn.1.8.1 Identify and demonstrate individual preference for music that is performed, created, and/or listened to in daily life.
- Cn.1.8.2 Identify various uses of music in daily life and describe the characteristics that make music suitable for a specific use.

Social Studies

- 6.1.15 Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

GRADE SEVEN

Reading Comprehension

- 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).

Communication and Collaboration

- 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)

Music - Connecting

- Cn.1.8.1 Identify and demonstrate individual preference for music that is performed, created, and/or listened to in daily life.
- Cn.1.8.2 Identify various uses of music in daily life and describe the characteristics that make music suitable for a specific use.

GRADE EIGHT

Reading Comprehension

- 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.3 Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (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

Communication and Collaboration

- 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)

Music - Connecting

- Cn.1.8.1 Identify and demonstrate individual preference for music that is performed, created, and/ or listened to in daily life.
- Cn.1.8.2 Identify various uses of music in daily life and describe the characteristics that make music suitable for a specific use.

GRADE 6-8 OVERALL

THEATRE, LANGUAGE HISTORY, SOCIOLOGY, PSYCHOLOGY, ETHNIC STUDIES

Theatre Creating, Performing, Responding, Connecting

- 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.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.I (a) Examine how character relationships assist in telling the story of 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:Re7.1.III (a) Use historical and cultural context to structure and justify personal responses to a theatrical work.
- TH:Re8.1.7 (a), TH:Re8.1.8 (a), and TH:Re8.1.I (a) Identify the artistic choices made based on personal experience in a theatrical work.
- TH:Re8.1.6 (b), TH:Re8.1.7 (b), TH:Re8.1.8 (b), and TH:Re8.1.I (b) Identify cultural perspectives that may influence the evaluation of a theatrical work.
- TH:Re8.1.6 (c), TH:Re8.1.7 (c), TH:Re8.1.8 (c) TH:Re8.1.I (b) Identify personal aesthetics, preferences, and beliefs through participation in 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 (c) Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and/or observation of a theatrical work.

Language History

- LH.3 Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose

Psychology

- P.7 Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes, and the influence of the group on the individual.

Ethnic Studies

- ES.1 Cultural Self-Awareness
- ES.2 Cultural Histories within the United States Context and Abroad
- ES.4 Historical and Contemporary Contributions

Sociology

- S.4 Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group
- S.7 Students identify the effects of social institutions on individual and group behavior. They understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process
- S.10 Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior

GRADE 9-12

Reading Comprehension

- 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.8 Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts

- 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)
- 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.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.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).

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)
- 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.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.

GRADE 9-12 OVERALL

THEATRE, MUSIC, LANGUAGE HISTORY, SOCIOLOGY, PSYCHOLOGY, ETHNIC STUDIES, ECONOMICS

Theatre Creating, Rehearsing, Responding, Connecting

- TH:Re8.1.III (b) Use new understandings of cultures and contexts to shape personal responses to theatrical work.
- TH:Re9.1.6 (a), TH:Re9.1.7 (a), TH:Re9.1.8 (a), and TH:Re9.1.I (a) Use supporting evidence and criteria to evaluate drama/theatrical work.
- TH:Re9.1.6 (b), TH:Re9.1.7 (b), TH:Re9.1.8 (b), and TH:Re9.1.I (b) Apply the production elements used in a theatrical work to assess the production's aesthetic choices.
- TH:Re9.1.6 (c) and TH:Re9.1.7 (c) Identify a specific audience or purpose for a theatrical work.
- TH:Re9.1.8 (c) and TH:Re9.1.II (c) Assess the impact of a theatrical work on a specific audience.
- 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 (b) Construct meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
- 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:Cn10.1.6 (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) and t TH:Cn10.1.I (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) and TH:Cn12.1.7 (b) Investigate the time period and place of a theatre work to better understand performance and design choices.
- 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.

Music

- 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.3.12.1 Identify, describe, and perform the stylistic features of known musical works that serve to define their aesthetic tradition and historical or cultural context.

Language History

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Ethnic Studies

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Economics

- E.1.1 Define and identify each of the productive resources (i.e., natural, human, capital) and explain why each is necessary for the production of goods and services. (E)
- E.6.1 Explain the basic functions of money
- E.6.2 Explain the role financial institutions play among savers, borrowers, and investors. (E)