# Additional Standards

Content Area: **Arts**
Course(s): **Intro to Theatr**
Time Period: **Generic Time Period**
Length: **Full Year**
Status: **Published**

## Additional Standards

## Interdisciplinary Standards Across Content and Grade

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| 6.1.12.CivicsPD.1.a | Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. |
| 7.1.IM.IPRET.4 | Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. |
| | Develop insight into the nature of language and culture in order to interact with cultural competence. |
| L.KL.9–10.2.A | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. |
| 7.1.IM.IPRET.9 | Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. |
| L.VL.9–10.3.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| L.VI.11–12.4.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| L.VI.11–12.4.C | Analyze how the meaning of a key term or terms develops or is refined over the course of a text. |
| G.CO.D.12 | Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. |
| G.GMD | Geometric Measurement and Dimension |
| 7.1.IM.PRSNT.5 | When expressing viewpoints, give reasons to support the claims. |
| 2.1.12.SSH.4 | Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). |
| 7.1.IM.PRSNT.7 | Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. |
| G.GMD.B.4 | Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. |
| S.MD | Using Probability to Make Decisions |
| 2.1.12.CHSS.6 | Evaluate the validity of health information, resources, services, in school, home and in the community. |

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| 2.3.12.PS.8 | Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). |
| 6.3 | Active Citizenship in the 21st Century |
| ESS3.C | Human Impacts on Earth Systems |
| ESS3.D | Global Climate Change |
| ETS1.B | Developing Possible Solutions |

## Career Readiness, Life Literacies and Key Skills

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| P.1 | Act as a responsible and contributing community members and employee. |
| | With a growth mindset, failure is an important part of success. |
| | There are actions an individual can take to help make this world a better place. |
| 9.2.12.CAP.1 | Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. |
| P.3 | Consider the environmental, social and economic impacts of decisions. |
| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school and community. |
| 9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| | Innovative ideas or innovation can lead to career opportunities. |
| 9.1.2.CR.2 | List ways to give back, including making donations, volunteering, and starting a business. |
| P.4 | Demonstrate creativity and innovation. |
| P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| P.6 | Model integrity, ethical leadership and effective management. |
| P.8 | Use technology to enhance productivity increase collaboration and communicate effectively. |
| P.9 | Work productively in teams while using cultural/global competence. |
| 9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| 9.4.12.CT.3 | Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). |
| 9.2.12.CAP.12 | Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients. |
| 9.2.12.CAP.13 | Analyze how the economic, social, and political conditions of a time period can affect the labor market. |
| | Cultivating online reputations for employers and academia requires separating private and professional digital identities. |

## Computer Science and Design Thinking

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| 2.a | Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities. |
| 2.c | Solicit and incorporate feedback from, and provide constructive feedback to, team |

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| | members and other stakeholders. |
| 3.a | Identify complex, interdisciplinary, real-world problems that can be solved computationally. |
| 3.b | Decompose complex real-world problems into manageable sub-problems that could integrate existing solutions or procedures. |
| 8.1.12.DA.2 | Describe the trade-offs in how and where data is organized and stored. |
| 7.a | Select, organize, and interpret large data sets from multiple sources to support a claim. |
| 7.b | Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience and purpose. |
| 8.1.12.AP.5 | Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.<br><br>Complex programs are developed, tested, and analyzed by teams drawing on the members' diverse strengths using a variety of resources, libraries, and tools. |
| 8.1.12.AP.7 | Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. |
| 8.2.12.ITH.3 | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. |
| 8.2.12.ETW.1 | Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product. |
| 8.2.12.ETW.2 | Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment. |
| 8.2.12.EC.1 | Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. |
| 8.2.12.EC.3 | Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. |
| 8.2.12.ETW.4 | Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. |

## Reading and Writing

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| LA.RL.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). |
| LA.RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. |
| LA.RI.9-10.8 | Describe 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 reasoning. |
| LA.W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and |

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| | information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.SL.9-10.1.B | Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. |
| LA.SL.9-10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| LA.L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.9-10.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |