

# GRADE 9-12 ADVANCED

THEATRE	ENGLISH/LANGUAGE ARTS
<p>1.1 Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.</p>	<p><b>Reading Lit #4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>Writing #2d</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>Speaking &amp; Listening #1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>	<p><b>Reading Lit #4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>Writing #2d</b> Write informative/explanatory texts to examine and convey complex ideas,</p>

	<p>concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>Speaking &amp; Listening #1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.</p>	<p><b>Writing #7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Writing #8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p> <p><b>Writing #9 (9-10)</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and play from a variety of contemporary and classical playwrights.</p>	<p><b>Listening &amp; Speaking #1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas</p>

	<p>and expressing their own clearly and persuasively.</p> <p><b>Listening &amp; Speaking #6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p>3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.</p>	<p><b>Writing #7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Writing #8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p> <p><b>Writing #9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.</p>	<p><b>Writing #2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Ashra Behn, Moliere, and Chekhov.</p>	<p><b>Writing #7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under</p>

	<p>investigation.</p> <p><b>Writing #8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p> <p><b>Speaking &amp; Listening #1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>Speaking &amp; Listening #6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p>4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.</p>	<p><b>Writing #2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of work.</p>	<p><b>Writing #2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film-video, and electronic media.</p>	<p><b>Writing #2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of</p>

	content.
5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.	<b>Writing #2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.	<b>Writing #2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.	<b>Writing #2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>THEATRE</b>	<b>HISTORY-SOCIAL SCIENCE</b>
3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.	<p>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</p> <p>10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p> <p>10.6 Students analyze the effects of the First World War.</p> <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p> <p>11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.</p>

	<p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>11.8 Students analyze the economic boom and social transformation of post-World War II America.</p> <p>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p> <p>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.</p>
<p>3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Ashra Behn, Moliere, and Chekhov.</p>	<p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p>
<p>3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.</p>	<p>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico, and other parts of Latin America, and China.</p> <p>12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.</p>
<p>4.3 Develop a thesis based on research as to why people create theatre.</p>	<p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal</p>

	<p>government.</p> <p>11.8 Students analyze the economic boom and social transformation of post-World War II America.</p> <p>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p> <p>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.</p>
<p>5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>	<p>12.2 Students evaluate and take and defend positions on the scope and limits of the right and obligations as democratic citizens, the relationships among them, and how they are secured.</p>