

# GRADE 9-12 PROFICIENT

THEATRE	ENGLISH/LANGUAGE ARTS
<p>1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.</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><b>Speaking &amp; Listening #2</b> Integrate multiple sources of information presented in diverse media for formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>Speaking &amp; Listening #4</b> Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p><b>Speaking &amp; Listening #5</b> Make strategic use of digital media (e.g., textual graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.</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><b>Speaking &amp; Listening #6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of</p>

	formal English when indicated or appropriate.
2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.	<p><b>Speaking &amp; Listening #4</b> Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p><b>Speaking &amp; Listening #6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Informational #1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing #7 (11-12)</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 (9-10)</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.</p>
3.1 Identify and compare how film, theatre, television, and electronic	<b>Speaking &amp; Listening #2</b> Integrate multiple sources of information

<p>media productions influence values and behaviors.</p>	<p>presented in diverse media for formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>Speaking &amp; Listening #4</b> Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p><b>Speaking &amp; Listening #5</b> Make strategic use of digital media (e.g., textual graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.</p>	<p><b>Speaking &amp; Listening #6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>4.2 Report on how a specific actor used drama to convey meaning in his or her performances.</p>	<p><b>Speaking &amp; Listening #6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

<p><b>THEATRE</b></p>	<p><b>HISTORY-SOCIAL SCIENCE</b></p>
<p>3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.</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>11.5 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>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.</p>
<p>3.2 Describe the ways in which playwrights reflect and influence their culture in such works as <i>Raisin in the Sun</i>, <i>Antigone</i>, and the <i>Mahabarata</i>.</p>	<p>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</p> <p>10.6 Students analyze the effects of the First World War.</p> <p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</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 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>12.9 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>3.3 Identify key figures, works, and</p>	<p>10.2 Students compare and contrast</p>

<p>trends in world theatrical history from various cultures and time periods.</p>	<p>the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p> <p>10.6 Students analyze the effects of the First World War.</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>11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</p> <p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>11.10 Students analyze the development of federal civil rights and voting rights.</p>
<p>5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.</p>	<p>12.4 Economics Students analyze the elements of the U.S. labor market in a global setting.</p>