



## Secondary Grades

### English K-12

#### **NL-ENG.K-12.1 Reading for Perspective**

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

*Lesson 1 Activity 3; Lesson 2 Activity 1; Lesson 3 Activity 2, 3; Lesson 4 Activity 2, 3, 4; Lesson 5 Activity 1, 2, 3; Lesson 6 Activity 1*

#### **NL-ENG.K-12.2 Understanding the Human Experience**

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

*Lesson 1 Activity 1, 2, 3, 4; Lesson 2 Activity 1, 2, 3, 4; Lesson 3 Activity 1, 2, 3, 4; Lesson 4 Activity 1, 2, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1*

#### **NL-ENG.K-12.3 Evaluation Strategies**

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

*Lesson 1 Activity 3; Lesson 2 Activity 1, 3; Lesson 3 Activity 1, 2, 3; Lesson 4 Activity 1, 2, 3, 4; Lesson 5 Activity 1, 2, 3; Lesson 6 Activity 1*

#### **NL-ENG.K-12.4 Communication Skills**

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

*Lesson 1 Activity 1, 2, 3, 4; Lesson 2 Activity 1, 2, 3, 4; Lesson 3 Activity 1, 2, 3, 4; Lesson 4 Activity 1, 2, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1*

#### **NL-ENG.K-12.5 Communication Strategies**

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

*Lesson 1 Activity 1, 2, 3, 4; Lesson 2 Activity 1, 2, 3, 4; Lesson 3 Activity 1, 2, 3, 4; Lesson 4 Activity 1, 2, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1*

#### **NL-ENG.K-12.6 Applying Knowledge**

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

*Lesson 1 Activity 1, 3, 4; Lesson 2 Activity 1, 2, 3, 4; Lesson 3 Activity 1, 2, 3, 4; Lesson 4 Activity 1, 2, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1*



## Secondary Grades

### Civics 9-12

#### **NSS-C.9-12.1 Civic Life, Politics and Government**

What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve? What are the essential characteristics of limited and unlimited government? What are the nature and purposes of constitutions? What are the alternative ways of organizing constitutional governments?

*Lesson 4 Activity 2; Lesson 5 Activity 3; Lesson 6 Activity 1*

#### **NSS-C.9-12.2 Foundations of the Political System**

What is the American idea of constitutional government? What are the distinctive characteristics of American society? What is American political culture? What values and principles are basic to American constitutional democracy?

*Lesson 3 Activity 1, 2, 3; Lesson 4 Activity 1, 2, 3; Lesson 5 Activity 1, 2, 3; Lesson 6 Activity 1*

#### **NSS-C.9-12.3 Principles of Democracy**

How are power and responsibility distributed, shared, and limited in the government established by the United State Constitution? How is the national government organized and what does it do? How are state and local governments organized and what do they do? What is the place of law in the American constitutional system? How does the American political system provide choice and opportunities for participation?

*Lesson 3 Activity 1, 2, 3, 4; Lesson 4 Activity 1, 2, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1*

#### **NSS-C.9-12.4 Other Nations and World Affairs**

How is the world organized politically? How do the domestic politics and constitutional principles of the United States affect its relations with the world? How has the United States influenced other nations, and how have other nations influenced American politics and society?

*Lesson 3 Activity 1, 2, 3, 4; Lesson 4 Activity 1, 2, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1*

#### **NSS-C.9-12.5 Roles of the Citizen**

What is citizenship? What are the rights of citizens? What are the responsibilities of citizens? What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy? How can citizens take part in civic life?

*Lesson 3 Activity 1; Lesson 4 Activity 1, 2, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1*



## Secondary Grades

### History 5-12

#### **NSS-USH.5-12.6 Era 6: The Development of the Industrial United States (1870-1900)**

Understands how the rise of corporations, heavy industry, and mechanized farming transformed the American people. Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity. Understands the rise of the American labor movement and how political issues reflected social and economic changes. Understands Federal Indian policy and United States foreign policy after the Civil War.

*Lesson 2 Activity 1; Lesson 3 Activity 1*

#### **NSS-USH.5-12.7 Era 7: The Emergence of Modern America (1890-1930)**

Understands how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption. Understands the changing role of the United States in world affairs through World War I. Understands how the United States changed from the end of World War I to the eve of the Great Depression.

*Lesson 2 Activity 1; Lesson 3 Activity 1, 2*

#### **NSS-USH.5-12.8 Era 8: The Great Depression and World War II (1929-1945)**

Understands the causes of the Great Depression and how it affected American society. Understands how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state. Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

*Lesson 2 Activity 1, 2, 4; Lesson 3 Activity 1, 2, 3, 4; Lesson 4 Activity 1, 2, 3, 4, 5;  
Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1*

#### **NSS-USH.5-12.9 Era 9: Postwar United States (1945-1970s)**

Understands the economic boom and social transformation of postwar United States. Understands how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. Understands domestic policies after World War II. Understands the struggle for racial and gender equality and the extension of civil liberties.

*Lesson 1 Activity 1, 2, 4; Lesson 2 Activity 1, 2, 4; Lesson 4 Activity 3, 5;  
Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1*

#### **NSS-USH.9-12.10 Era 10: Contemporary United States (1968-present)**

Understands recent developments in foreign and domestic politics. Understands economic, social and cultural developments in contemporary United States.

*Lesson 5 Activity 3, 4; Lesson 6 Activity 1*



## Secondary Grades

### Theater 9-12

#### **NA-T.9-12.1 Script Writing by Planning and Improving, Writing and Refiling Scripts based on Personal Experience and Heritage, Imagination, Literature, and History**

Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.

*Lesson 1 Activity 2*

#### **NA-t.9-12.2 Acting by Developing, Communicating and Sustaining Characters in Improvisations and Formal or Informal Productions**

Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres media. Students compare and demonstrate various classical and contemporary acting techniques and methods.

*Lesson 1 Activity 2*

#### **NA-T.9-12.3 Designing and Producing by Conceptualizing and Realizing Artistic Interpretations for Formal and Informal Productions**

Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup). Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements. Students develop designs that use visual and aural elements to convey environments that clearly support the text. Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup. Students design coherent stage management, promotional, and business plans.

*Lesson 1 Activity 2*

#### **NA-T.9-12.4 Directing by Interpreting Dramatic Texts and Organizing and Conducting Rehearsals for Informal or Formal Productions**

Students develop multiple interpretations and visual aural production choices for scripts and production ideas and choose those that are most interesting. Students justify selections of text, interpretation, and visual and aural artistic choices. Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.

*Lesson 1 Activity 2*

#### **NA-T.9-12.5 Researching by Finding Information to Support Classroom Dramatizations**

Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

*Lesson 1 Activity 2*

*(continued)*



# National Teaching Standards Cross Reference

## Secondary Grades

### Theater 9-12 *(continued)*

#### **NA-T.9-12.7 Analyzing, Critiquing, and Constructing Meanings from Informal and Formal Theatre, Film, Television, and Electronic Media Productions**

Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate these to current personal and international issues. Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement. Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices. Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

*Lesson 1 Activity 2*

#### **NA-T.9-12.8 Understanding Context by Analyzing the Role of Theatre, Film, Television, and Electronic Media in the Past and the Present**

Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts. Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods. Students identify cultural and historical sources of American theatre and musical theatre. Students analyze the effect of their own cultural experiences on their dramatic work.

*Lesson 1 Activity 2*