

## **Call of the Wild Curriculum Connections *Grades 4-12***

### **English Language Arts**

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

**RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**SL.3-5.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**RL.5.7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation, of fiction, folktale, myth, poem.)

**RL.6.7.** Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when the listen or watch.

**RL.7.7.** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film.)

**RL.8.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.8.7.** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**RL.9-10.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.11-12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

### **Participation in Q&A session:**

**SL.9-12.1.** (Initiate/Engage) effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 5-9 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**SL.9-12.1.** 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.

### **Fine Arts (National Core Arts Standards)**

**TH:Re7.1.5.** a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

**TH:Cr1.1.8** a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work. b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

**TH:Re7.1.8** a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

**TH:Re8.1.8** a. Recognize and share artistic choices when participating in or observing a drama/theatre work. c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

**TH:Cr1.1.I** a. Apply basic research to construct ideas about the visual composition of a drama/theatre work. b. Explore the impact of technology on design choices in a drama/theatre work.

**TH:Re7.1.I** a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

### **Completing the student response worksheet:**

**TH:Re8.1.5.** a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.

## **Science**

**MS-LS2-4** Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

**MS-LS2-1** Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

**MS-LS2-2** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**MS-LS1-5** Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

**MS-LS4-4** Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

**MS-ESS3-4** Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

**HS-LS2-8** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

**HS-ESS3-1** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

## **Community Values**

Self-determination, Perseverance, Getting and Giving Respect, Finding personal identity, Valuing Family, Teamwork, Creative Problem-Solving, Empathy, Understanding Others' Perspectives, Leadership, Responsibility for Oneself