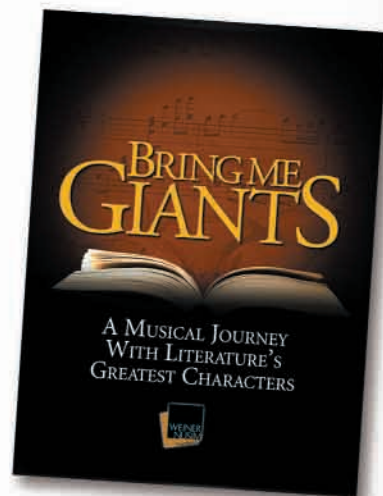


GUIDE TO LANGUAGE ARTS STANDARDS FOR *BRING ME GIANTS*

The lesson plans included in the *Bring Me Giants* program address numerous English Language Arts Standards; teachers who follow the Common Core State ELA Standards and/or the National Council of Teachers of English Standards will find that the lessons provided match up nicely with their various goals and objectives. This guide to Language Arts Standards contains two components to assist you in determining which specific standards are met by each lesson plan.

Each individual lesson plan contains approximately three Language Arts activities. Using this guide, along with the complete lists of standards on the websites provided below, you can easily determine which individual activities will be most appropriate for your students from a standards-based approach.



Song	Speaking and Listening	Reading	Writing
"Who Will Love This Child?"	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	6. Assess how point of view or purpose shapes the content and style of a text.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

The Language Arts Standards Table illustrates the Common Core State Standards **most applicable** to each lesson plan. This includes one major anchor standard per the categories of Speaking and Listening, Reading Literature, and Writing.

The standards are numbered in accordance with the Common Core Anchor Standards for English Language Arts, Grades 6-12. So, in the example above, you can see that the main standards addressed in the lesson plan for "Who Will Love This Child" are Speaking and Listening Standard 3, Reading Standard 6, and Writing Standard 1.

Detailed lists of all Common Core Language Arts Standards, including grade-specific standards, can be found at <http://www.corestandards.org/the-standards/english-language-arts-standards>. Some National Council of Teachers of English Standards are included in this table as well; these standards can be found at <http://www.ncte.org/standards>

In addition, since one lesson plan will most likely address multiple standards in any given category, the second tool provided in this guide is the Comprehensive standards Table. This illustrates every standard, both Common Core and NCTE, addressed within each lesson plan. The numbers across the top represent the 25 Common Core Standards and the 12 NCTE Standards. For each of the 14 lessons, an asterisk appears beneath all the standards you can potentially meet by teaching with that specific song.

LANGUAGE ARTS STANDARDS

Song	Speaking and Listening	Reading	Writing
"Bring Me Giants"	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors' take.	(NCTE) 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.
"Who Will Love This Child?"	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	6. Assess how point of view or purpose shapes the content and style of a text.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
"Deep In The Darkest Night"	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
"I Will Be There"	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
"Defying Gravity"	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
"On The Street Where You Live"	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
"If Ever I Would Leave You"	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Song	Speaking and Listening	Reading	Writing
"Home"	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(NCTE) Use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
"Bring Him Home"	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
"Out Of Sight, Out Of Mind"	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
"The Music Of The Night"	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
"Try To Remember"	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
"The Impossible Dream"	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
"This Is The Moment"	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

*This chart includes the main Common Core Standards addressed in each lesson plan. Some National Council of Teachers of English Standards are also included. Activities may address additional Common Core or NCTE Standards not listed here.
Common Core ELA Standards: <http://www.corestandards.org/the-standards/english-language-arts-standards> National Council of Teachers of English Standards: <http://www.ncte.org/standards>

COMMON CORE ANCHOR STANDARDS FOR ENGLISH LANGUAGE ARTS GRADES 6-12

	SL1	SL2	SL3	SL4	SL5	SL6	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
"Bring Me Giants"		•			•				•				•		•	•											
"Who Will Love This Child?"		•	•					•				•			•	•		•	•		•		•				
"Deep In The Darkest Night"		•									•		•					•	•	•	•		•				
"I Will Be There"	•	•						•	•			•				•			•	•	•		•				•
"Defying Gravity"	•							•				•				•					•						
"On The Street Where You Live"	•	•						•	•	•						•										•	
"If Ever I Would Leave You"	•									•					•				•		•					•	
"Home"	•	•								•						•					•						
"Bring Him Home"		•	•					•								•		•	•					•			
"Out Of Sight, Out Of Mind"	•	•						•							•				•					•			
"The Music Of The Night"	•						•	•	•						•					•							
"Try To Remember"	•	•								•			•						•		•					•	
"The Impossible Dream"	•								•	•					•				•					•			
"This Is The Moment"		•							•						•					•	•						

SL: SPEAKING & LISTENING R: READING W: WRITING

NATIONAL COUNCIL OF TEACHERS OF ENGLISH STANDARDS

	1	2	3	4	5	6	7	8	9	10	11	12
"Bring Me Giants"	•	•						•				
"Who Will Love This Child?"	•	•		•		•						
"Deep In The Darkest Night"	•	•		•								
"I Will Be There"		•		•		•	•					
"Defying Gravity"									•		•	
"On The Street Where You Live"	•	•										
"If Ever I Would Leave You"		•	•									
"Home"		•		•			•		•			
"Bring Him Home"		•	•			•	•				•	
"Out Of Sight, Out Of Mind"	•	•									•	
"The Music Of The Night"	•	•	•									
"Try To Remember"	•	•	•		•							
"The Impossible Dream"		•			•	•						
"This Is The Moment"	•	•	•		•							

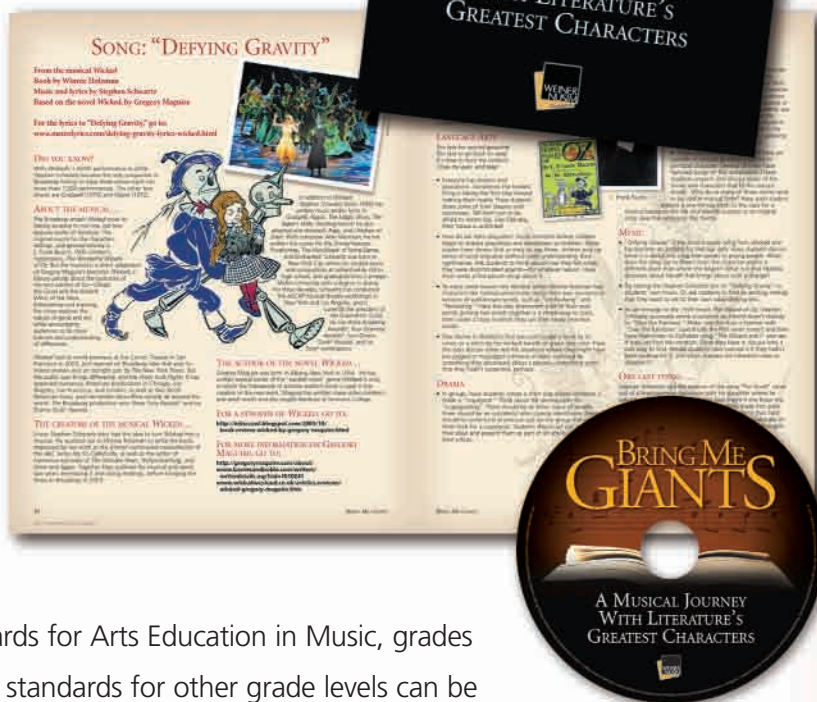
GUIDE TO NATIONAL STANDARDS FOR MUSIC EDUCATION FOR *BRING ME GIANTS*

The lesson plans included in the *Bring Me Giants* program address numerous Standards for Music Education; teachers who follow the National Standards for Arts Education will find that the lessons match up nicely with their various goals and objectives. This guide to standards is designed to help you correlate each song's activities with the National Standards for Arts Education with your Music classroom.

The Music Charts reference the National Standards for Arts Education in Music, grades 9 - 12. The complete explanations of these and standards for other grade levels can be found at <http://artsedge.kennedy-center.org/educators/standards>. Also at the website is a link to specific standards employed by each state.

Each individual lesson plan contains several music activities for each song. Using this guide, along with the complete list of standards on the websites provided, you can easily determine which individual activities are most appropriate for your students from a standards-based approach. The three or four music activities per song have been considered as one lesson, and in these charts they are combined. The particular Standard that correlates with an activity will need to be chosen from the identified standards by pinpointing the skill practiced in the activity.

Many activities touch on multiple standards in the music subject area. Additionally, they reflect the interdisciplinary nature of musical theater, so activities outside of your primary subject area may also provide rich activities for your classes. By referencing these standards and your own state's requirements we hope you are able to correlate the information to create engaging lessons that meet and exceed the particular standards used at your schools and districts.



MUSIC STANDARDS

SONG	Singing alone and with others	Performing on instruments alone and with others	Improvising melodies, variations, and accompaniments	Composing and arranging music within specified guidelines	Reading and notating music	Listening to, analyzing, and describing music	Evaluating music and music performances	Understanding relationships between music, the other arts and other disciplines.	Understanding music in relation to history and culture
"Bring Me Giants"						•		•	•
"Who Will Love This Child?"	•			•		•	•	•	
"Deep In The Darkest Night"						•	•	•	
"I Will Be There"				•		•			
"Defying Gravity"				•		•			•
"On The Street Where You Live"						•	•		
"If Ever I Would Leave You"	•			•		•			
"Home"						•	•		•
"Bring Him Home"						•			
"Out Of Sight, Out Of Mind"		•			•	•		•	
"The Music Of The Night"				•		•	•		•
"Try To Remember"		•		•		•		•	
"The Impossible Dream"	•					•	•		•
"This Is The Moment"				•		•			

* This chart references the National Arts Education Standards. These can be found at <http://artsedge.kennedy-center.org/educators/standards>.

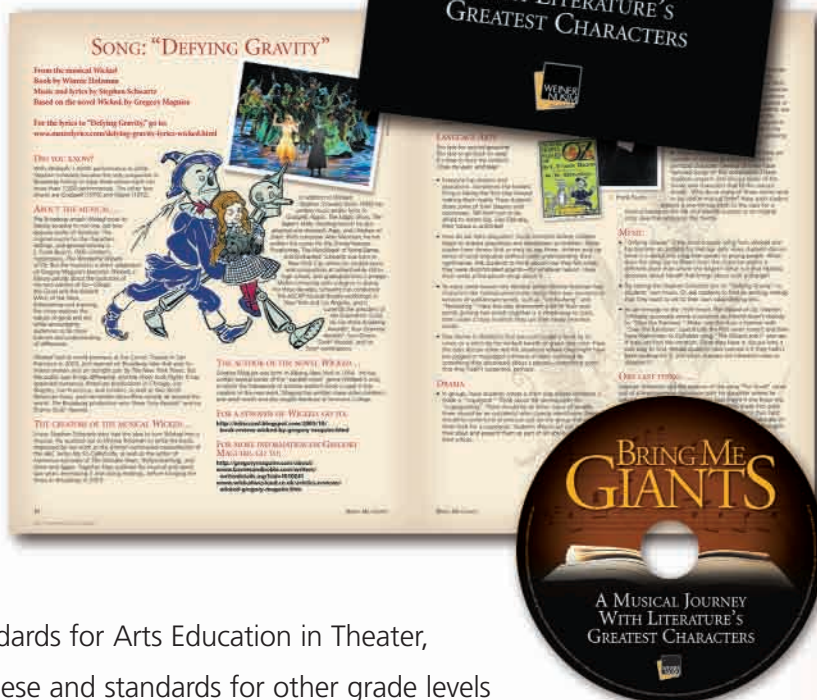
GUIDE TO NATIONAL STANDARDS FOR THEATER EDUCATION FOR *BRING ME GIANTS*

The lesson plans included in the *Bring Me Giants* program address numerous Standards for Theater Education; teachers who follow the National Standards for Arts Education will find that the lessons match up nicely with their various goals and objectives. This guide to standards is designed to help you correlate each song's activities with the National Standards for Arts Education with your Drama classroom.

The Theater charts reference the National Standards for Arts Education in Theater, grades 9 - 12. The complete explanations of these and standards for other grade levels can be found at <http://artsedge.kennedy-center.org/educators/standards>. Also at the website is a link to specific standards employed by each state.

Each individual lesson plan contains several theater activities for each song. Using this guide, along with the complete list of standards on the websites provided, you can easily determine which individual activities are most appropriate for your students from a standards-based approach. The three or four drama activities per song have been considered as one lesson, and in these charts they are combined. The particular standard that correlates with an activity will need to be chosen from the identified standards by pinpointing the skill practiced in the activity.

Many activities touch on multiple standards in the theater subject area. Additionally, they reflect the interdisciplinary nature of musical theater, so activities outside of your primary subject area may also provide rich activities for your classes. By referencing these standards and your own state's requirements we hope you are able to correlate the information to create engaging lessons that meet and exceed the particular standards used at your schools and districts.



THEATER STANDARDS

SONG	Script writing	Acting	Designing and producing	Directing	Researching cultural and historical information	Comparing and integrating art forms	Analyzing, critiquing and constructing meaning	Understanding context by analyzing role of theater in past and present
"Bring Me Giants"		•	•	•	•			
"Who Will Love This Child?"	•	•			•	•		•
"Deep In The Darkest Night"	•						•	
"I Will Be There"	•						•	•
"Defying Gravity"	•	•	•	•	•			
"On The Street Where You Live"					•	•	•	
"If Ever I Would Leave You"	•	•					•	
"Home"					•		•	•
"Bring Him Home"	•	•						
"Out Of Sight, Out Of Mind"	•	•						
"The Music Of The Night"	•					•		
"Try To Remember"	•	•		•			•	
"The Impossible Dream"	•				•		•	
"This Is The Moment"	•	•			•		•	

* This chart references the National Arts Education Standards. These can be found at <http://artsedge.kennedy-center.org/educators/standards>.