

Social Equity
Highlands High School
2021–2022 School Year

INSTRUCTORS

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STUDENT LEARNING OUTCOMES

The American Society is historically structured by inequalities based on gender, race, sexual orientation, personal identity, and class. This class will primarily focus on the ways in which our social categories have changed over time, and on possible directions for future change. Students will be equipped with the tools to encourage and help lead discussions and civic engagement about equity. This course engages students in dialogues about equity and diversity and develops solidarity across identities. The course is solution-based, whereby students will collaborate to widen conversations and understandings of inequity.

The goals for this class include the development of critical skills in thinking, reading, writing, speaking, and listening, and the ability to apply and utilize these skills in diverse academic and non-academic situations, particularly with the broader structure of privilege and disadvantages in regard to gender, race, and class.

COURSE OBJECTIVES

The materials and instruction in this course will enable students to:

1. Develop awareness and engage in constructive discussion about social justice and diversity issues.
2. Apply broad knowledge of the intersectionality of gender, race, class, and sexuality.
3. Identify and interpret social issues from a multicultural perspective.
4. Analyze women and gender from a cultural and institutional perspective.
5. Analyze social change through the study of local and global activism.
6. Identify how cultural, social, and economic privilege can influence the media.
7. Begin to develop, understand, and create an action plan for future social change.

RESPECT FOR OTHERS

Social Equity is a course that occasionally may delve into issues that may be uncomfortable and/or controversial for some of us to discuss. We ask that everyone be respectful of one another's viewpoints and that everyone adheres to the Highlands expectation for student conduct.

This course is designed to help all of us become more aware of social constructs and how they affect us as well as to gain an open mind toward individual differences. Ethnic slurs, racist, anti-immigrant, classist, sexist and homophobic remarks/sentiments, and religious diatribes/hate speech will not be acceptable commentary for this course and appropriate action will be taken if these things occur.

The use of offensive verbiage (i.e., “illegal”, “N” word”, any other other such terms/phrases) to refer to human beings is prohibited in class because it is offensive and dehumanizing. These terms/phrases will not be allowed in papers, essays, exams, or other official class communication unless it is used for the purpose of illustrating the term in an historical context. This must be clearly explained and/or referenced using quotations and documentation. If used, the paper/essay will not be accepted. If there are any questions/concerns about this policy, students can feel free to discuss with Mrs. Carter or Mrs. Walsh and/or the school principal.

REQUIRED TEXTBOOKS

We're going to ask you to buy some books this year. We're not purchasing class sets because we want you to be able to write in them, take notes, and really think about what you're reading. The hope is that these books will stay with you as a reminder of the work that we (society) need to do and what you have accomplished this year. Additionally, maybe you'll see a greater purpose in these books and pass along to someone else who may appreciate what you have learned from them.

The following books will need to be purchased for this course (additional texts may be added as needed):

- White Fragility: Why It's So Hard for White People to Talk About Racism by Robin DiAngelo - (Needed on Day 1)
- How to be an Anti-Racist by Ibram X. Kendi
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COURSE ASSIGNMENTS

All assignments will be posted in Schoology and/or in class. Assignments are subject to change at the discretion of the instructor. We will notify students in class and/or on Schoology of any changes.

WORK SUBMISSION

The majority of your coursework will be required research to gather a better understanding. There will be instances that you can pull from your own experiences but overwhelmingly, you will have to use outside resources. For this reason, all work must meet these guidelines:

1. Times New Roman
2. 12-point font
3. Double-spaced
4. MLA Work Cited page
5. MLA In-text citation style

Any assignment submitted that does not follow this expectation will result in a zero (0).

PLAGIARISM

Always be aware that if you write without acknowledging the sources of your ideas, you run the risk of being charged with plagiarism. Clearly, plagiarism, no matter the degree of intent to deceive, defeats the purpose of education. If you plagiarize deliberately, you are not educating yourself, and you are wasting your time on courses meant to improve your skills. If you plagiarize through carelessness, you are deceiving yourself.

For examples of unintentional plagiarism, advice on when to quote and when to paraphrase, and information about writing assistance and originality report checking, click the links provided below.

[Examples of Unintentional Plagiarism](#) [When to Quote and When to Paraphrase](#)
[Writing Assistance at Smarthinking](#) [Originality Report Checking at Turnitin](#)

MAKE-UP POLICY

There will be no make ups on quizzes. Assignments are due on the date published in Canvas or announced in class. There will be a 10% penalty for each day late up to 3 days, after which time the grade will be zero (0).

COURSE PROGRESSION DETAILS

Week Beginning	Units	Discussion Topics	Assignment(s)
Wednesday, August 18	<p>The Basics: Race vs. Culture vs. Ethnicity</p> <p>Who is a Citizen of the United States?</p>	<ul style="list-style-type: none"> • Definitions of Race, Culture and Ethnicity • Defining Discrimination • Definitions and understanding of racism • Starting to understand who you are in bigger society - racially, culturally, ethnically • Racism: Past and Present • Social Justice - What? Where? How? • “What is a US Citizen?” 14th Amendment 	<p><u>White Fragility</u></p> <p>Ancestry.com</p> <p>Identity Paper</p> <p>Social Justice Resources/Standards</p> <p><u>Amend</u> - Netflix (Episodes 1 & 2)</p>
	<p>Understanding Black/Afro-American Culture & Issues</p>	<ul style="list-style-type: none"> • Black Face • The “N” word 	<p>Sent email to Kentucky NAACP and Cincinnati Urban League (2/9/21)</p> <p>Sent email to Dr. Eric R. Jackson, Professor and Dr. Michael H. Washington, Professor at NKU (2/9/21)</p> <p><i>Spoke with Dr. Jackson on 2/9/21. Willing to participate and help in any way.</i></p> <p><u>Amend</u> - Netflix (Episode 3)</p>
	<p>Understanding LGBTQ Issues</p>		<p>Sent email to Tristan Vaught (2/9/21)</p> <p>Guest Speaker: Tristan Vaught</p> <p><u>Amend</u> - Netflix (Episode 5)</p>
	<p>Understanding Latinx/Hispanic Culture & Issues</p>		<p>Sent email to Apoyo Lation (2/9/21)</p>
	<p>Understanding Asian Culture & Issues</p>		<p>Sent email to Asian Community Alliance (2/9/21)</p>
	<p>Understanding Native American Culture & Issues</p>		<p>Sent email to Greater Cincinnati Native American Coalition (2/9/21)</p> <p>https://gcnativeamericancoalition.com/resources</p>
	<p>Women’s Rights & Feminist Movement</p>		<p>Sent email to NOW Kentucky (bounced back) and UK Feminism Alliance (2/9/21)</p> <p>Sent email to Rebekah Richardson at NKU (2/9/21)</p> <p>https://inside.nku.edu/artsci/departments/hisgeo/wgstudies/services-resources-wgs.html</p> <p><u>Why Women are Paid Less</u> (Netflix)</p> <p><u>Amend</u> - Netflix (Episode 4)</p>
	<p>Disability and Mental Health</p>		<p>Sent email to Ashley Barlow (2/9/21)</p> <p>Guest Speaker: Ashley Barlow</p> <p><i>Email reply from Ashley. Will set up Zoom to discuss more details.</i></p>
	<p>Wealth and Poverty</p>		<p><u>The Racial Wealth Gap</u> (Netflix)</p>
	<p>Citizenship and Immigration</p>		<p><u>Amend</u> - Netflix (Episode 6)</p>

	Religion and Racism	<ul style="list-style-type: none"> ● Islam ● Jewish 	
	U.S. Education, K-12 Public vs Private	<ul style="list-style-type: none"> ● Affirmative action in college admissions ● Segregated schools/bussing ● How “redlining” affects schools 	<p>Correcting the SAT’s Ethnic and Social Class Bias: A Method for Reestimating SAT scores Why Are Doves of Unqualified, Unprepared Kids Getting into Our Top Colleges? Because Their Dads Are Alumni.</p> <p>Yale Affirmative Action Case</p>
	Crime, Law, and Social Policy	<ul style="list-style-type: none"> ● Crack vs Heroin Epidemic <ul style="list-style-type: none"> ○ Why are the resources being used so different? ● Marijuana ● School to Prison Pipeline ● Same Crime, Same Place, Different Sentences ● Voter Suppression ● Who really uses and abuses public assistance? 	<p>Crack: Cocaine, Corruption, and Conspiracy (Netflix)</p> <p>13th - Netflix</p>
	Racism in the Media	<ul style="list-style-type: none"> ● Representation Matters? How are minority groups represented in: <ul style="list-style-type: none"> ○ Sports - shut up & dribble ○ Music ○ Movies (ex. Disney Princesses) ○ Advertising - P&G 	<p>My Black is Beautiful</p> <p>Black Girls Rock</p> <p>Analyze ads (print, television, radio, social media)</p>
	Where are we now?	<ul style="list-style-type: none"> ● Black Lives Matter ● Trayvon Martin ● George Floyd ● January 6, 2021 	<p>An Indigenous View on #BlackLivesMatter</p> <p>Dave Chapelle - 8:46 (YouTube)</p>
	Personal Growth and Understanding		<p>Outside Events (1 each semester)</p> <p>Community Action Project</p> <p>Freedom Center Field Trip</p> <p>“Who I Am” Community series (2nd semester)</p> <p>Social Justice Action Toolkit</p>

EDUCATIONAL STANDARDS

This course is designed as an interdisciplinary course which covers standards from many, if not all of the departments of Highlands High School. Below is a listing of many of the standards that will be covered during the course.

The following **Kentucky Academic Standards for Career Studies and Financial Literacy** will be addressed, taught and considered during this course.

Introduction: The goal of such a curriculum is to produce students that are ethical citizens in a democratic global society and to help them become self-sufficient individuals who are prepared to succeed in an ever changing and diverse world.

Adaptability and Reliability

- ES.H.1 Use a decision-making process to develop solutions to real world problems.
- ES.H.10 Defend important concepts in learning to an authentic audience (e.g., city council, business and community partners).
- ES.H.13 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.

Communication

- ES.H.17 Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ES.H.18 Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences.
- ES.H.19 Practice effective conflict resolution strategies.

Financial Literacy

- FL.H.2 Analyze how economic conditions can affect income and career opportunities (e.g. job outlook and cost of living).
- FL.H.21 Explain the role of the government in administering social insurance programs such as unemployment, workers' compensation, Medicare, Medicaid and Old-Age, Survivors and Disability Insurance (OASDI), otherwise known as Social Security.

The following **Kentucky Academic Standards for Reading and Writing** will be addressed, taught and considered during this course.

Introduction: Connecting learning to the world beyond the classroom by exploring and investigating real issues and problems of communities, states, the nation and the world. Well-designed Reading and Writing standards, curriculum and instruction recognizes the diversity of students and how children learn, construct knowledge and acquire skills and concepts of the disciplines.

Guiding Principle For Reading Informational Text

- RI.9-10.6 Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.11- 12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- RI.11- 12.6 Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- RI.11- 12.9 Analyze documents of historical and literary significance for their themes, purposes and rhetorical features.

Guiding Principle For Reading Literature

- RL.9-10.6 Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.
- RL.11- 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
- RL.11- 12.7 Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text
- RL.11- 12.9 Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.

The following **Kentucky Academic Standards for Social Studies** will be addressed, taught and considered during this course.

Introduction: By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

Civic and Political Institutions

- HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.
- HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.

Roles and Responsibilities of a Citizen

- HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.

Civic Virtues and Democratic Principles

- HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and
- HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.

Kentucky Government

- HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.

Using Evidence

- HS.C.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
- HS.C.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics
- HS.C.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.

Communicating Conclusions

- HS.C.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.
- HS.C.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics.
- HS.C.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics.

Change and Continuity

- HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.
- HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present
- HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.

Cause and Effect

- HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.
- HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present

Conflict and Compromise

- HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.
- HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.

The following standards of the **American School Counseling Association** will be addressed, taught and considered during this course.

Introduction: ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal growth as students progress through school into adulthood.

Personal /Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 - Acquire Self-Knowledge

- PS:A1.2 - Identify values, attitudes and beliefs
- PS:A1.4 - Understand change is part of growth
- PS:A1.5 - Identify and express feelings
- PS:A1.6 - Distinguish between appropriate and inappropriate behavior
- PS:A1.7 - Recognize personal boundaries, rights and privacy needs
- PS:A1.8 - Understand the need for self-control and how to practice it
- PS:A1.9 - Demonstrate cooperative behavior in groups
- PS:A1.11 - Identify and discuss changing personal and social roles

PS:A2 - Acquire Interpersonal Skills

- PS:A2.1 - Recognize that everyone has rights and responsibilities
- PS:A2.2 - Respect alternative points of view
- PS:A2.3 - Recognize, accept, respect and appreciate individual differences
- PS:A2.4 - Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.6 - Use effective communication skills
- PS:A2.7 - Know that communication involves speaking, listening and nonverbal behavior

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 - Self-Knowledge Application

- PS:B1.1 - Use a decision-making and problem-solving model
- PS:B1.2 - Understand the consequences of decisions and choices
- PS:B1.3 - Identify alternative solutions to a problem
- PS:B1.6 - Know how to apply conflict resolution skills
- PS:B1.7 - Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 - Know when peer pressure is influencing a decision
- PS:B1.11 - Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 - Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 - Acquire Personal Safety Skills

- PS:C1.2 - Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 - Learn about the difference between appropriate and inappropriate physical contact
- PS:C1.4 - Demonstrate the ability to set boundaries, rights and personal privacy

The following standards of the **Kentucky Academic Standards for Visual and Performing Arts** will be addressed, taught and considered during this course.

Introduction: The goal of such a curriculum is to produce students that can understand and use the following concepts to grow as students into adulthood. Creating - Conceiving and developing new artistic ideas and work;
Performing/Producing/Presenting - Realizing artistic ideas and work through interpretation and presentation; Responding -

Understanding and evaluating how the arts convey meaning; Connecting - Relating artistic ideas and work with personal meaning and external context.

Discipline: Media Arts

Artistic Process: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

MA:Re7.1.III

- a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.
- b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

MA:Re8.1.II

- a. Analyze the intent, meanings and influence of a variety of media artworks, based on personal, social, historical, and cultural contexts.

MA:Re8.1.III

- a. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Media artworks synthesize meaning and form cultural experience.

MA:Cn10.1.II

- a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
- b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

MA:Cn10.1.III

- a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
- b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

MA:Cn11.1.III

- a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.
- b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

Discipline: Music Technology

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.0.T.III

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating,

performing, and responding.

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Discipline: Music - Composition and Theory

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

MU:Re8.1.C.III

- a. Develop, justify and defend interpretations of varied works, demonstrating and understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

MU:Cn10.0.C.III

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

MU:Cn11.0.C.III

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Discipline: Theatre

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

TH:Re7.1.III

- a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

TH:Re8.1.III

- a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.
- b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.
- c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

TH:Re9.1.III

- a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
- b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.
- c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

TH:Cn11.1.I

- a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

TH:Cn11.2.I

- a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
- b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

TH:Cn11.2.II

- a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.
- b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

TH:Cn11.2.III

- a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.
- b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

Discipline: Visual Arts

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

VA:Cr1.1.III

- a. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

VA:Cr2.3.III

- a. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

VA:Pr6.1.I

- a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA:Pr6.1.II

- a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

VA:Pr6.1.III

- a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

VA:Re7.2.I

- a. Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Re7.2.II

- a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Re7.2.III

- a. Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

VA:Cn10.1.III

- a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

*Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.*

VA:Cn11.1.I

- a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.

VA:Cn11.1.II

- a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

VA:Cn11.1.III

- a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.