



You can't stop the beat!

Hairspray LIVE!

Dove Cameron Kristin Chenoweth Garrett Clayton Harvey Fierstein Ariana Grande Derek Hough
Jennifer Hudson Shahadi Wright Joseph Martin Short Ephraim Sykes and introducing Maddie Baillio as Tracy
special appearances by Billy Eichner Sean Hayes Andrea Martin Rosie O'Donnell

WEDNESDAY DEC 7 • 8/7c NBC

Standards Alignment

This educational program meets the following language arts and social studies standards for grades 6-12.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES

Grades 6-8

Key Ideas and Details:

- CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure:

- CCSS.ELA-Literacy.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas:

- CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-Literacy.RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 9-10

Key Ideas and Details:

- CCSS.ELA-Literacy.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure:

- CCSS.ELA-Literacy.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-Literacy.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

- CCSS.ELA-Literacy.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-Literacy.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12

Key Ideas and Details:

- CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure:

- CCSS.ELA-Literacy.RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

- CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-Literacy.RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

NATIONAL COUNCIL FOR SOCIAL STUDIES C3 FRAMEWORK FOR THE SOCIAL STUDIES STATE STANDARDS

Grade 6-8

Dimension 2: Applying Disciplinary Concepts and Tools

Civics:

- D2.Civ.14.6-8: Compare historical and contemporary means of changing societies, and promoting the common good.

History:

- D2.His.1.6-8: Analyze connections among events and developments in broader historical contexts.
- D2.His.3.6-8: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

- D2.His.5.6-8: Explain how and why perspectives of people have changed over time.
- D2.His.16.6-8: Organize applicable evidence into a coherent argument about the past.

Dimension 3: Evaluating Sources and Using Evidence

- D3.1.6-8: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Dimension 4: Communicating Conclusions

- D4.2.6-8: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Grade 9-12

Dimension 2: Applying Disciplinary Concepts and Tools

Civics:

- D2.Civ.14.9-12: Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

History:

- D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- D2.His.5.9-12: Analyze how historical contexts shaped and continue to shape people's perspectives.
- D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Dimension 3: Evaluating Sources and Using Evidence

- D3.1.9-12: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Dimension 4: Communicating Conclusions

- D4.2.9-12: Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

US HISTORY CONTENT STANDARDS

Era 9: Postwar United States (1945 to early 1970s)

Standard 1: The economic boom and social transformation of postwar United States

- Explore the influence of popular culture and analyze the role of the mass media in homogenizing American culture.

Standard 4: The struggle for racial and gender equality and for the extension of civil liberties

- Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation.
- Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities.
- Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered.