

Benchmark – 1 The student knows the basic elements of theatre.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. identifies the structural parts of a script in texts and <b>performances</b>.</li> <li>2. labels the five basic structural parts of a <b>script</b>.</li> <li>3. orally explains the five parts of the <b>plot</b> line from a selection.</li> <li>4. uses place, time, and atmosphere to create an environment that reveals a specific psychological state (tension, suspense).</li> <li>5. creates characters and actions that communicate the theme of the <b>script</b>.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. watch <u>Romeo &amp; Juliet</u>, then fill out a study guide where they describe the structural parts of that play.</li> <li>2. write a short <b>script</b> of a fable or fairy tale and label the <b>exposition, inciting incident, rising action, climax, and denouement</b> within the work.</li> <li>3. collaborate in small groups to explain <b>exposition, rising action, climax, falling action, and denouement</b> in <u>A Midsummer Nights Dream</u>.</li> <li>4. write an adaptation of <u>Antigone</u> or <u>Pygmalion</u> changing time and place while retaining the atmosphere, theme, and characters.</li> <li>5. develop a story board for “The Ransom of Red Chief.”</li> </ol>
<p><b>Notes:</b>                      The Basic Structural Parts of a script refer to what are known in theatre as the 12 Basic Elements of Theatre.                       Indicator achievement will vary with individual students at different levels.</p>	

Benchmark – 2 The student constructs and refines original scripts.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. <b>improvises</b> a story that is based on personal experience and heritage while effectively applying the <b>basic elements of theatre</b>.</li> <li>2. <b>improvises</b> a story that is based on imagination while effectively applying the <b>basic elements of theatre</b>.</li> <li>3. <b>improvises</b> a story that is based on literature, cultures, or history while effectively applying the <b>basic elements of theatre</b>.</li> <li>4. constructs and refines <b>scripts</b> based on a short story or fable that communicate meaning to an <b>audience</b>.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. a) <b>improvise</b> the daily news. b) evaluate existing television commercials, then write an improved or altered version.</li> <li>2. imagine that they land and are stranded on another planet and write a <b>script</b> that tells how they survive.</li> <li>3. a) research a historical period to determine appropriate styles and etiquette and then apply knowledge while creating <b>script</b>. b) rewrite a period <b>script</b> into modern language.</li> <li>4. a) adapt a fable into <b>script</b> form to teach a lesson. b) adapt a short story into a <b>script</b>. c) write a prequel/sequel to a play or novel.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark – 3 The student works alone and collaboratively with a peer or group to write and revise a script.**

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. collaborates with a peer to write works focusing on <b>conflict/resolution</b> that include revision.</li> <li>2. collaborates with a group to write works that deal with multiple viewpoints and include revision.</li> <li>3. writes and revises a <b>monologue</b> that accurately incorporates <b>the basic elements of theatre</b>.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. work in pairs to write and revise a two character <b>scene</b> that involves resolving a conflict.</li> <li>2. work in small groups to write and revise a <b>scene</b> where each character has a different point of view or opinion about a single dramatic situation or event.</li> <li>3. write and revise a <b>monologue</b> that shows progression of maturing views regarding an issue. Then, highlight the <b>plot, character, theme/thought, language, sound, movement, spectacle, mood, and dynamics</b>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 1 – The student coaches and directs actors.**

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. assigns roles and/or parts for a play.</li> <li>2. trains actors for <b>auditions</b>.</li> <li>3. provides suggestions for cohesive <b>set</b> design.</li> <li>4. provides suggestions for cohesive costume and <b>prop</b> collection.</li> <li>5. coaches by effectively critiquing peers.</li> <li>6. effectively communicates with actors.</li> </ol>	<p><b>The teacher has students...</b></p> <p>Each indicator lends itself to an interpretation of an instructional example in the context of the indicator.</p>
<p><b>Notes:</b></p> <p>Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 2 – The student organizes auditions, conducts rehearsals, and directs performances.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. organizes an audition file, conducts <b>auditions</b>, and discusses cast choices with the teacher.</li> <li>2. coaches rehearsal techniques by providing suggestions regarding memorizing, pacing, polishing work, etc. to prepare for a presentation.</li> <li>3. uses their <b>director’s notebook</b> to effectively plan and direct a <b>performance</b>.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. develop a schedule, coordinate <b>audition</b> times, and conduct <b>auditions</b> while maintaining a journal of their activities.</li> <li>2.               <ol style="list-style-type: none"> <li>a) compile a checklist for evaluating the actors in rehearsing <u>The Homecoming</u>.</li> <li>b) conduct one-on-one discussions with the cast regarding their evaluations for <u>The Homecoming</u> (tape record the discussions for teacher assessment).</li> </ol> </li> <li>3. create a <b>director’s notebook</b> for <u>Madison County</u> and uses it to direct the piece for possible <b>production</b>.</li> </ol>
<p><b>Notes:</b>            A Director’s notebook is a complete collection of all information necessary to direct a production.             A Stage Manager’s promptbook is a script in which all the blocking and technical information is written.             Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 1 – The student analyzes characters and scene structure within a script.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. analyzes the physical, emotional, and social dimensions of characters found in various dramatic texts.</li> <li>2. embodies <b>analysis</b> in <b>performances</b>.</li> <li>3. identifies common dimensions in characters found in dramatic texts from various media.</li> <li>4. selects from possible choices the ones that are more dramatically complex and interesting.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. a) score a scene. b) write an autobiography for a character. c) take turns in character in the “hot seat” to answer questions about character’s background and relationships.</li> <li>2. prepare and perform scenes or <b>monologues</b>.</li> <li>3. compare and contrast characters to identify their similarities and differences.</li> <li>4. rehearse and perform a scene incorporating a variety of choices.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 2 – The student uses physical techniques to create a character.**

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. demonstrates <b>voice, movement,</b> and <b>gesture</b> that are appropriate for character portrayal and consistent throughout <b>performance</b>.</li> <li>2. employs various dialects while creating characters.</li> <li>3. monitors and evaluates strengths and weaknesses in the development of physical, vocal, and movement techniques.</li> <li>4. creates a program for improvement of physical, vocal, and movement techniques.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. a) perform a commedia scenario. b) pantomime a scene.</li> <li>2. practice dialects.</li> <li>3. use a check list to track strengths and weaknesses.</li> <li>4. develop a personal physical and vocal warm up routine.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 3 – The student uses psychological acting approaches to create a character.**

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>employs various psychological acting approaches to character development.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>investigate the approaches of several major acting teachers, i.e. Stella Adler, Richard Boleslavsky, Michael Chekhov, Uta Hagen, Robert Lewis, Sanford Meisner, Constantine Stanislavski, Lee Strasberg, Bertolt Brecht, Jerzy Grotowski, et al.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 4 – The student knows how to work within an effective acting ensemble.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. places <b>ensemble</b> goals before personal goals.</li> <li>2. meets schedules and deadlines.</li> <li>3. identifies a specific personal goal for each successive <b>rehearsal</b>.</li> <li>4. provides examples of <b>ensemble</b> acting and identifies and explains it's characteristics.</li> <li>5. structures positive reinforcement from each student cast member to other cast members at the end of every <b>rehearsal</b>.</li> <li>6. participates in developing trust and team building exercises.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. <b>rehearse</b> a balanced scene and repeat it with different characters dominating the scene.</li> <li>2. learn to implement Time Management skills by effectively scheduling and carrying through adequate time schedules for a <b>production</b>.</li> <li>3. develop a respect for fellow actors in an <b>ensemble</b> presentation.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 1 - The student defines the roles and responsibilities of a production staff.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. describes the responsibilities for each of the following roles: production designer, <b>director</b>, <b>production crew</b>, stage manager.</li> <li>2. explains the importance of the responsibilities associated with each of the above roles.</li> <li>3. explains the importance of <b>communication</b> among theatre staff.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. create a chart on tag board where they graphically lay out the theatre staff roles and define the responsibilities of each position.</li> <li>2. as veterans, explain to novice theatre students the importance of each responsibility associated with the <b>production</b> staff roles.</li> <li>3. write a short paragraph that explains the importance of communication among staff before, during, and after <b>production</b>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 2 - The student designs a technical plan for scripted scenes.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. creates technical plots, plans, and worksheets for a <b>script</b> or <b>production</b>.</li> <li>2. explains how the technical requirements of a given <b>script</b> relate to and support one another.</li> <li>3. organizes set building by listing jobs, equipment, and personnel needed for a <b>production</b>.</li> <li>4. makes a list of <b>costumes</b> and one of <b>props</b> needed for a <b>production</b> and determines possible sources.</li> <li>5. creates a make-up plan for the characters in a play.</li> <li>6. develops designs that use visual and aural elements to convey environments (e.g., place, time, atmosphere/mood) and clearly support the text.</li> <li>7. lists and describes effective methods for developing a <b>floor plan</b> for a stage <b>setting</b>.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. a) create an organizational flowchart for a <b>production</b>. b) block the <b>set</b> using descriptors from the <b>script</b>.</li> <li>2. explain to a peer how light, sound, and movement interact to enhance <u>Gone With the Wind</u>.</li> <li>3. create a chart that includes the jobs, supplies, and personnel needed for a <b>production</b> of <u>Our Town</u>.</li> <li>4. compile a list and collect the <b>costumes</b> needed for a <b>production</b> of <u>Our Town</u>.</li> <li>5. use a template of a face and label the colors, lines, and other markings needed for depicting the facial features for the cast of <u>Our Town</u>.</li> <li>6. arrange scenic elements, properties, and lights by labeling them on a <b>scene</b> layout of a selected <b>script</b>.</li> <li>7. a) draft a <b>floor or ground plan</b> of a stage <b>setting</b> for a <b>script</b>. b) list the qualities needed in sound and lighting to take a specific <b>script</b> to a <b>production</b>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 3 - The student creates accessories for a self-designed script.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. assists in effectively creating and collecting the functional scenery, properties, lighting, sound, costumes, and makeup needed for a <b>production</b>.</li> <li>2. practices basic makeup techniques by applying make-up.</li> <li>3. recognizes <b>costumes</b> and scenery from different historical periods and applies qualities to <b>costume</b> design.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. organize a group of peers to assist in creating and collecting the accessories needed for their <b>production</b>.</li> <li>2. illustrate the basic make-up techniques for <b>production</b> cast and apply on self or a peer.</li> <li>3. explore <b>costumes</b> from early 20<sup>th</sup> century Germany appropriate for the play <u>The Diary of Anne Frank</u>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 4 - The student implements safe use of stage tools and equipment.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. explains reasons for using safe techniques in crafting a staged <b>performance</b>.</li> <li>2. performs safe use of stage tools and equipment.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. give an oral presentation explaining safety on stage.</li> <li>2. use thought, respect, and intelligent judgment when using tools and equipment.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 5 - The student fulfills various roles of a marketing staff.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. designs and implements coherent promotional and <b>business</b> plans.</li> <li>2. creates a <b>production</b> management chart and timeline (rehearsal schedule or production calendar).</li> <li>3. completes an application for production rights.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. develop <b>front of house</b> plans for <u>The Miracle Worker</u>.</li> <li>2. develop, present, and use a management chart and a timeline for <u>The Miracle Worker</u>.</li> <li>3. apply for the “<b>royalty rights</b>” to produce <u>The Miracle Worker</u>.</li> </ol>
<p><b>Notes:</b>                      Indicator achievement will vary with individual students at different levels.</p> <p>Management chart involves planning the entire production from page to stage.</p>	

**Standard 5: Evaluating and Reflecting on the Characteristics and Merits of Dramatic Content and Theatrical Forms in their Work and that of Others.** **Advanced**

**Benchmark 1 - The student uses aesthetic criteria to evaluate the artistic effectiveness of dramatic performances in theatre and electronic media.**

<b>Advanced Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. evaluates theatre's effectiveness in communicating ideas, meaning, and emotions.</li> <li>2. reads and analyzes dramatic literature in terms of structure, theme, <b>character</b>, imagery, symbolism, language, and style.</li> <li>3. uses appropriate theatre vocabulary to evaluate the intentions, structures, effectiveness, and aesthetic values of <b>performances</b>.</li> <li>4. evaluates how well <b>text/production</b> meets its intended objectives.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. construct meaning from a <b>performance</b> such as <u>Hamlet</u> and compare their interpretations to those intended by the artist.</li> <li>2. read a <b>script</b> from <u>To Kill a Mocking Bird</u> and graphically organize the structure, theme, <b>character</b>, imagery, symbolism, language, and <b>style</b> in terms of how these elements relate and interact.</li> <li>3. evaluate emotional responses to performances using appropriate theatre vocabulary in written and oral form with precise and specific observations.</li> <li>4. research a <b>performance</b> such as <u>Aladdin</u> to identify its intended objective(s), then view a <b>performance</b> of it and evaluate its ability to meet the objective(s).</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Standard 5: Evaluating and Reflecting on the Characteristics and Merits of Dramatic Content and Theatrical Forms in their Work and that of Others** **Advanced**

**Benchmark 2 - The student compares and contrasts social meanings and emotional responses to performances in theatre and electronic media.**

<b>Advanced Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. evaluates the artistic choices of self and the collaborative efforts of peers and suggests constructive alternatives.</li> <li>2. analyzes and evaluates critical comments about personal work and explains which points are most appropriate to realize further developments of work.</li> <li>3. understands <b>performances</b> from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in all media.</li> <li>4. <b>analyzes</b> and <b>critiques</b> a dramatic <b>performance</b> comparing perceived artistic intentions with final <b>production</b> achievement.</li> <li>5. develops, articulates, justifies, and applies criteria for creating meaning in <b>performances</b>.</li> <li>6. constructs social meaning from dramatic <b>texts</b> and relates these to current personal, national, and international issues.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. keep a journal and in one section write reflections on personal choices; and in the other section, reflections on choices made in collaboration with peers.</li> <li>2. in another section of the journal, pinpoint those areas needing additional work and make suggestions regarding how to improve.</li> <li>3. compare the ways issues addressed through the <b>performance</b> <u>Aladdin</u> are presented through the video <i>visa vise</i> an on stage <b>performance</b> of it.</li> <li>4. while viewing a <b>performance</b>, stop periodically to make and record predictions. At the end, summarize what actually happened and compare that summary to predictions made throughout the <b>performance</b>.</li> <li>5. prior to attending a <b>performance</b>, prepare criteria to be used in evaluating the work. During viewing and after, use that criteria to determine the effectiveness of the <b>performance</b>.</li> <li>6. while reading the <b>script</b> for <u>Aladdin</u>, stop periodically to record or discuss reflections regarding the meanings being developed. Later relate their experiences to their current lives.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Standard 5: Evaluating and Reflecting on the Characteristics and Merits of Dramatic Content and Theatrical Forms in their Work and that of Others** **Advanced**

**Benchmark 3 - The student analyzes dramatic texts and performances to understand history, culture, times, and places in their respective context.**

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. explains the message being conveyed through a <b>performance</b> regarding the historical event being represented and/or addressed through it.</li> <li>2. evaluates the cultural accuracy being revealed through <b>performances</b>.</li> <li>3. examines the ability of a <b>performance</b> to accurately and/or successfully represent a given time period.</li> <li>4. assesses the success of a <b>performance's</b> ability to depict a place or <b>environment</b>.</li> <li>5. develops criteria to be used in evaluating the contextual accuracy of their work and that of others.</li> <li>6. evaluates their own <b>performances</b> and that of others to determine the contextual accuracy regarding historical events and defends their conclusions.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. write an article for the school newspaper that provides a personal review of a recent school <b>performance</b> addressing its success in conveying the intended message.</li> <li>2. provide productive input during an open class <b>dialogue</b> addressing ways <u>The Ransom of Red Chief</u> was able to accurately or inaccurately represent the Sioux Nation.</li> <li>3. while viewing the on stage or video taped <b>performance</b> of <u>Call of the Wild</u> record ways this <b>performance</b> accurately represents the Yukon during the late 1890s and list ways it could be more successful.</li> <li>4. compare the performance <u>Gangs</u> ability to depict urban <b>environment</b> with the ability of <u>Cactus Pass</u> to depict a rustic Arizona <b>environment</b>.</li> <li>5. write and present criteria for evaluating <u>Westside Story's</u> ability to address contextual aspects.</li> <li>6. a) present a review of their own work for a radio or television identifying contextual aspects. b) research and pull from knowledge information about the Civil War. Then view <u>Civil War</u> while taking notes on recognizably accurate and altered representations of that context. Later, write a review of the work that addresses these alterations and documentations.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Standard 5: Evaluating and Reflecting on the Characteristics and Merits of Dramatic Content and Theatrical Forms in their Work and that of Others** **Advanced**

**Benchmark 4: The student analyzes how audience responses affect the criticism of performances.**

<b>Advanced Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. compares two reviews of the same <b>performance</b> held for two different groups or <b>audiences</b>.</li> <li>2. recognizes the distinctions in <b>performances</b> based on <b>audience</b> response.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. read two reviews, one written for a <b>performance</b> given before a lively <b>audience</b> and the other before a less energetic group. Discuss similarities and differences.</li> <li>2. attend two different <b>performances</b> of the same <b>script</b> and write a review of each.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 1 - The student understands the interrelationship that exists between theatre and other disciplines.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. <b>analyzes</b> how theatre connects with music to enhance <b>performances</b> and <b>productions</b>.</li> <li>2. defines how the <b>visual art's elements</b> impact theatre in comparison to other art forms.</li> <li>3. shows how theatre connects with math to enhance learning in each.</li> <li>4. <b>analyzes</b> ways the language arts enhance the expression of ideas and emotions in theatre.</li> <li>5. explains how plays, movies, television, and live <b>performances</b> contribute to learning about culture.</li> <li>6. demonstrates ways theatre and language arts work together to develop skills both in theatre and language arts.</li> <li>7. identifies cultural patterns (social, religious, political, economic) as reflected in the theatre of the times.</li> <li>8. dramatizes science concepts and themes through role playing.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. select music appropriate for enhancing the theme of a self written script.</li> <li>2. use a graphic organizer to chart the similarities and differences of the visual element of movement as it compares to theatre, dance, and then music.</li> <li>3. create and draft, to a quarter inch scale, a <b>floor plan</b>.</li> <li>4. read <u>The Crucible</u> to enhance their understanding of McCarthyism in preparation for developing a <b>script</b> on that topic.</li> <li>5. read or view a <b>production</b> of <u>A Raisin in the Sun</u> and discuss the emotional impact of minority migration into suburbia.</li> <li>6. read or view a portion of a foreign <b>production</b>, such as German, without subtitles and translate the <b>script</b> into English.</li> <li>7. use a graphic organizer to chart the cultural patterns present among African Americans during the period of slavery represented in <u>Roots</u> and compare them to patterns of African Americans to today.</li> <li>8. role play the various parts of a <b>dramatization</b> that addresses a human sexuality issue with the focus on reaching a solution to a specific related problem.</li> </ol>
<p><b>Notes:</b>                      Integration is the combination of interdisciplinary content under a common theme or concept. Learning in each discipline is enhanced through recognition and application of the interconnectedness that exists among them.</p> <p>Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 2 - The student understands the role that theatre plays in cultures and history.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. explains how dramatic <b>texts</b> reflect and reinforce cultural and historical contexts.</li> <li>2. demonstrates how theatre has evolved from it's origins to today's modern theatre.</li> <li>3. interprets the validity and practicality of cultural and historical information for making artistic choices in <b>productions</b>.</li> <li>4. explores the major plays and <b>playwrights</b> throughout <b>historical periods</b> explaining the impact they have had on social development.</li> <li>5. explores how theatre reflects <b>historical periods</b> including how it is manifested today.</li> <li>6. researches and compares and contrasts historical <b>production</b> designs, techniques, and/or <b>performances</b> from various cultures.</li> <li>7. interprets cultural, social, and political conditions that have influenced <b>playwrights</b>.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. read or view a <b>production</b> of <u>A Raisin in the Sun</u> and discuss minority migration into suburbia.</li> <li>2. read or view a <b>production</b> of <u>The Crucible</u> and discuss its relationship to McCarthyism.</li> <li>3. read or view a <b>production</b> of <u>West Side Story</u> and discuss its relationship to gangs.</li> <li>4. work with a partner to research a major play and playwright and create a computer based presentation to present to the class.</li> <li>5. view a production such as <u>Now Let Me Fly</u> and write a reaction paper on how this play portrays the historical events surrounding the Supreme Court ruling of Brown vs. the Board of Education.</li> <li>6. use a graphic organizer to diagram the similarities and differences among production techniques used in two different cultures.</li> <li>7. discuss in literature circles the social conditions that influenced Albert Hackett and Frances Goodrich writing of the <u>Diary of Anne Frank</u>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	