



Department of Defense Dependent Schools
English Language Arts Content Standards Grades 7-8
Exploring Theatre © 1997

STANDARDS	PAGE REFERENCES
Grade 7 - E3 Speaking, Listening, and Viewing Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.	
E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: E3a.1: initiates new topics in addition to responding to adult-initiated topics; E3a.2: asks relevant questions; E3a.3: responds to questions with appropriate elaboration; E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”; E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.	SE: 109-110 <i>Guidelines for Improvisation</i> 111-112 <i>Action</i> 114-115 #3-5, 130 #3, 249 #1c, 264, 299 #3 <i>Encore</i> 135 #1 TAE: RLA 114 SA 114, 115 NOTE: In the theatrical context, the one-on-one situations might stipulate that one or both (student) participants take on the role of an adult.
E3b: The student participates in group meetings, in which the student: E3b.1: displays appropriate turn-taking behaviors; E3b.2: solicits another person’s comment or opinion; E3b.3: offers own opinion forcefully without dominating; E3b.4: responds appropriately to comments and questions; E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader; E3b.6: gives reasons in support of opinions expressed; E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions; E3b.8: employs a group decision-making technique such as a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).	SE: <i>Working with a Group</i> 34 <i>The Group Process</i> 34-36 <i>Guidelines for Building an Ensemble</i> 37-38 <i>Assuming Your Role in the Ensemble</i> 38 <i>Guidelines for Improvisation</i> 111-112 <i>Action</i> 119 <i>Encore</i> 120 #3, 167 #1, 245 #2 <i>Theatre In Your Life</i> 245 #3 TAE: SA 110, 187

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<p>E3c: The student prepares and delivers an individual presentation in which the student:</p> <p>E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p>	<p>SE: 122 <i>Parts of an Improvisation</i> 110 <i>Vocalization</i> 128-129 <i>Internal Characteristics</i> 129 <i>Action</i> 129-130 #1-2 <i>Encore</i> 148 #1, 148 #4 <i>Warm Up</i> 289</p> <p>TAE: TS 129, 289 SA 273</p>
<p>E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</p>	<p>SE: 144 <i>Lesson Objectives</i> 124 <i>Trying on Characters</i> 124b <i>Preparing Your Part</i> 141 <i>Analyzing the Play</i> 141-143 <i>Researching the Play</i> 143-144 <i>Action</i> 146 #2-3, 147 #7 <i>Encore</i> 148 #1, 285 #4</p> <p>TAE: TS 144</p>
<p>E3c.3: uses notes or other memory aids to structure the presentation;</p>	<p>SE: 145 <i>Action</i> 59 #1 <i>Warm Up</i> 125 <i>Observation</i> 125 <i>Memorizing Lines</i> 144-146</p> <p>TAE: SA 111, 114 TS 119, 124, 144, 145</p> <p>NOTE: In this context, a 'presentation' will probably refer to a dramatic work, not necessarily a written presentation.</p>
<p>E3c.4: develops several main points relating to a single thesis;</p>	<p>SE: <i>Warm Up</i> 109 <i>Action</i> 115 #4-5, 129-130 #2 <i>Observation</i> 125 <i>External Characteristics</i> 125 <i>Vocalization</i> 128-129 <i>Internal Characteristics</i> 129 <i>Character Analysis</i> 133 <i>Encore</i> 135</p> <p>TAE: AC 110 SA 133</p> <p>NOTE: In this theatrical context, a thesis will refer to a character or presentation based upon a specific theme, rather than a written work.</p>

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<p>E3c.5: engages the audience with appropriate verbal cues and eye contact;</p>	<p>SE: <i>Encore</i> 65 #3 <i>Warm Up</i> 67 <i>Action</i> 74-75, 77-78, 134 <i>Guidelines for Improvisations</i> 111-112 <i>Trying on Characters</i> 124c <i>Rehearsing and Presenting the Monologue</i> 134 <i>Encore</i> 135 <i>Staging</i> 335-337</p> <p>TAE: RLA 111</p> <p>NOTE: In this context of a theatrical class, the audience may also consist of other characters in a scene.</p>
<p>E3c.6: projects a sense of individuality and personality in selecting and organizing content, and in delivery.</p>	<p>SE: <i>Action</i> 113-115, 119, 124 <i>Warm Up</i> 118, 131 <i>Point of View</i> 118 <i>Trying on Characters</i> 124a <i>Character Analysis</i> 133 <i>Writing the Monologue</i> 134 <i>Rehearsing and Presenting the Monologue</i> 134</p> <p>TAE: SA 119</p>
<p>E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:</p> <p>E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people;</p> <p>E3d.2: evaluates the role of the media in focusing attention and in forming opinion;</p> <p>E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;</p> <p>E3d.4: defines the role of advertising as part of media presentation.</p>	<p>SE: 234-237 <i>Encore</i> 120, 245 #1 <i>Warm Up</i> 141, 234 <i>Action</i> 237-238, 244 #1-2, 343 #4 <i>Evaluating Television and Film</i> 241-242</p> <p>TAE: EA 130 BI 237 TS 339</p>

STANDARDS	PAGE REFERENCES
Grade 7 - E4 Conventions, Grammar, and Usage of the English Language Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.	
<p>E4a: The student demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:</p> <p>E4a.1: grammar; E4a.2: paragraph structure; E4a.3: punctuation; E4a.4: sentence construction; E4a.5: spelling; E4a.6: usage.</p>	<p>SE: <i>Encore</i> 65 #1 <i>Action</i> 69 #2, 134, 141, 187 #2-3, 252 #1, 252 #3, 255 #1-2 <i>Writing the Monologue</i> 134 <i>Rehearsing and Presenting the Monologue</i> 134</p> <p>TAE: SA 45</p> <p>NOTE: At this level of development, it is assumed that students will demonstrate grammar appropriate to each writing or acting situation.</p>
<p>E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:</p> <p>E4b.1: adding or deleting details; E4b.2: adding or deleting explanations; E4b.3: clarifying difficult passages; E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning; E4b.5: sharpening the focus; E4b.6: reconsidering the organizational structure.</p>	<p>SE: 46 <i>Evaluation</i> 45-48 <i>Action</i> 48, 77-78, 343 #2 <i>Encore</i> 79 #1</p> <p>TAE: SA 46 TS 47, 134 E 113 EA 130</p> <p>NOTE: In this theatrical context, a 'work' will refer to a character, presentation, or scene, not necessarily a written work.</p>

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Grade 7 - E5 Literature Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.	
<p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:</p> <p>E5a.1: identifies recurring themes across works;</p> <p>E5a.2: interprets the impact of author's decisions regarding work choice and content, and literary elements;</p> <p>E5a.3: identifies the characteristics of literary forms and genres;</p> <p>E5a.4: evaluates literary merit;</p> <p>E5a.5: identifies the effect of point of view;</p> <p>E5a.6: analyses the reasons for a character's actions, taking into account the situation and basic motivation of the character;</p> <p>E5a.7: identifies stereotypical characters as opposed to fully developed characters;</p> <p>E5a.8: identifies the effect of literary devices such as figurative language, allusion, diction, dialogue, and description;</p> <p>E5a.9: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes.</p>	<p>SE: 7, 287-288 <i>Point of View</i> 118 <i>Warm Up</i> 118 <i>Stock Characters and Stereotypical Characters</i> 122-124 <i>Evaluating Theatre and Media</i> 238-243 <i>Action</i> 243-244, 292 #1, 297 <i>Evaluating the Selection</i> 297-298 <i>Poetry, Prose, and Drama Selections</i> 299-312</p> <p>TAE: SA 292</p>
Grade 8 - E3 Speaking, Listening, and Viewing Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.	
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Codes Used for TAE Pages

AC	Across the Curriculum
BI	Background Information
E	Evaluation
EA	Enrichment Activity
RLA	Real-Life Application
SA	Student Activity
TS	Teaching Suggestion