

# Curriculum Ties and Benchmarks

## Coterie Theatre 2012-2013 Season

“In the *school* the artist is a guest of the educational world.  
In the *theatre*, the educational world is a guest of the artist.”

*How Theatre Educates: Convergences and Counterpoints with Artist, Scholars, and Advocates*

A performance in the Coterie 2012-2013 season is sure to involve your students. Whether we are rediscovering the Oregon Trail, learning about past presidents, or listening to jazz our productions not only entertain by hold the amazing possibility of educating by crossing over into different academic disciplines such as Social Studies, Communication Arts, Music, and Poetry.

A Coterie performance isn't only a field trip to introduce the fine arts, but a memorable cross curricular event. With this in mind, we have assembled information highlighting how each production is related to themes, curriculum tie-in, and educational benchmarks for both Missouri and Kansas schools.

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## ***Dear America: Across the Wide and Lonesome Prairie***

*By Julie Jensen from the book by Kristiana Gregory*

**Issues & Themes:** Westward expansion & exploration, connecting historical events to relevant life situations, risk taking, coping with grief, peer to peer interactions

**Curriculum Ties:** U.S. history (Oregon Trail); communication arts/literature (storytelling, writing); geography (places, regions); social studies (culture, individual development, self-knowledge, identity)

### **Missouri Performance Show Me Standards**

#### Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:

1. Develop questions and ideas to initiate and refine research
2. Conduct research to answer questions and evaluate information and ideas
4. Use technological tools and other resources to locate, select and organize information
5. Comprehend and evaluate written, visual and oral presentations and works
9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies

#### Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to:

1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
3. Exchange information, questions and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities and sciences

#### Goal 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to:

2. Develop and apply strategies based on ways others have prevented or solved problems
4. Evaluate the processes used in recognizing and solving problems

6. Examine problems and proposed solutions from multiple perspectives

#### Goal 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to:

1. Explain reasoning and identify information used to support decisions
2. Analyze the duties and responsibilities of individuals in societies
6. Identify tasks that require a coordinated effort and work with others to complete those tasks
7. Identify and apply practices that preserve and enhance the safety and health of self and others

### **Missouri Knowledge Standards**

#### Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of proficiency in:

2. Reading and evaluating fiction, poetry, and drama
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. Participating in formal and informal presentations and discussions of issues and ideas

#### Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

2. Continuity and change in the history of Missouri, the United States and the world
5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. Relationships of the individual and groups to institutions and cultural traditions
7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

#### Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. Diseases and methods for prevention, treatment and control
5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)

## 7. Responses to emergency situations

### Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. The principles and elements of different art forms
4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. Visual and performing arts in historical and cultural contexts

## **Kansas Public School Standards and Benchmarks (Assessed/Non Assessed)**

### **Reading**

#### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

*Benchmark 3:* The student expands vocabulary.

*Benchmark 4:* The student understands a variety of texts (narrative, expository, technical, persuasive).

#### Standard 2 – Literature

The Student responds to a variety of texts.

*Benchmark 1:* The student uses literary concepts to interpret and respond to texts.

*Benchmark 2:* The student understands the significance of literature and its contributions to various cultures.

### **Social Studies**

#### Civics Government Standard

The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges and responsibilities of becoming active participants in our representative democracy.

*Benchmark 1:* The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

*Benchmark 4:* The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

## Geography Standard

The student uses a working knowledge and understanding of special organization of the Earth's surface and relationship between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and our world.

*Benchmark 2:* Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

*Benchmark 4:* Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

*Benchmark 5:* Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

## **Communication**

### Standard 1 – Listening

Learners will participate effectively as listeners in formal and informal groups.

*Benchmark 1:* The effective listener is attentive.

*Benchmark 2:* The effective listener identifies and/or recognizes verbal and nonverbal cues accurately.

*Benchmark 3:* The student understands the message.

*Benchmark 4:* The student remembers and applies content of the message.

*Benchmark 5:* The student analyzes and/or evaluates the message.

### Standard 2 – Viewing

Learners will demonstrate skills in viewing for a variety of purposes.

*Benchmark 1:* The student is attentive.

*Benchmark 2:* The student recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

*Benchmark 3:* The student understands visual messages.

*Benchmark 4:* The student remembers and applies the content of visual messages.

*Benchmark 5:* The student analyzes and/or evaluates visual messages.

### Standard 4 - Information Retrieval

The communicator will retrieve information from a variety of appropriate sources.

*Benchmark 3:* The effective communicator gathers, sorts, selects, and uses sources and information.

## **Theatre**

### Standard 1 - Developing scripts

*Benchmark 1 (proficient):* Knows the structural parts of the script.

*Benchmark 2 (proficient):* Knows how to write, record, and revise improvised dialogue to develop a script.

*Benchmark 3 (proficient):* Writes dialogue to create a script.

#### Standard 2 - Directing Theatrical Events

*Benchmark 1 (proficient):* Works collaboratively with peers to develop a classroom dramatization.

#### Standard 3 - Developing Acting Skills

*Benchmark 1 (advanced):* Analyzes character and scene structure within a script.

*Benchmark 2 (advanced):* Uses physical techniques to develop a character.

*Benchmark 3 (proficient):* Knows the basic skills of performance.

#### Standard 4 - Designing and Producing Theatre

*Benchmark 2 (proficient):* The student knows how to visualize settings appropriate to a script.

*Benchmark 3 (proficient):* The student creates accessories needed for classroom plays and staged productions.

#### Standard 5

Evaluating and reflecting on the characteristics and merits of dramatic content and theatrical forms in their work and of others.

*Benchmark 1 (proficient):* Analyze and evaluates the dramatic elements that work and why, in performance and electronic media.

*Benchmark 2 (proficient):* Explains how and why personal meanings and emotional responses to performance apply to self and society.

*Benchmark 3 (proficient):* Explains how contextual aspects are impacted by various cultures, time, and places.

### **Health Promotion and Disease Prevention**

#### Standard 5

The student will demonstrate the ability to use interpersonal communication skills to enhance health.

*Benchmark 3:* The student will demonstrate healthy ways to express needs, wants, and feelings.

#### Standard 6

The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

*Benchmark 1:* The student will identify developmentally appropriate methods to advocate for personal, family, and community health.

## ***The Presidents!***

*Book and Lyrics by Steven Cole Hughes*

*Music by Jessica Jackson*

**Issues & Themes:** historical overview (non-partisan), branches of government, importance of voting, civic responsibility, learning from the past

**Curriculum Ties:** U.S. government (elections), U.S. history (events influenced by presidents, Social Studies (reactions to historical events)

### **Missouri Performance Show Me Standards**

#### Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:

5. Comprehend and evaluate written, visual and oral presentations and works
9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

#### Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to:

3. Exchange information, questions and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities and sciences

#### Goal 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to:

2. Develop and apply strategies based on ways others have prevented or solved problems
4. Evaluate the processes used in recognizing and solving problems
5. Reason inductively from a set of specific facts and deductively from general premises

6. Examine problems and proposed solutions from multiple perspectives

#### Goal 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to:

1. Explain reasoning and identify information used to support decisions
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. Analyze the duties and responsibilities of individuals in societies
6. Identify tasks that require a coordinated effort and work with others to complete those tasks

### **Missouri Knowledge Standards**

#### Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of proficiency in:

2. Reading and evaluating fiction, poetry, and drama
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. Participating in formal and informal presentations and discussions of issues and ideas

#### Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. The principles and elements of different art forms
4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. Visual and performing arts in historical and cultural contexts

### **Kansas Public School Standards and Benchmarks (Assessed/Non Assessed)**

#### **Reading**

##### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

##### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

*Benchmark 2:* The student reads fluently.

*Benchmark 3:* The student expands vocabulary.

*Benchmark 4:* The student understands a variety of texts (narrative, expository, technical, persuasive).

## Standard 2 – Literature

The Student responds to a variety of texts.

*Benchmark 1:* The student uses literary concepts to interpret and respond to texts.

*Benchmark 2:* The student understands the significance of literature and its contributions to various cultures.

## **Social Studies**

### Civics Government Standard

The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges and responsibilities of becoming active participants in our representative democracy.

*Benchmark 1:* The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

*Benchmark 4:* The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

### Geography Standard

The student uses a working knowledge and understanding of special organization of the Earth's surface and relationship between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and our world.

*Benchmark 2:* Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

*Benchmark 4:* Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

## **Communication**

### Standard 1 - Listening

Learners will participate effectively as listeners in formal and informal groups.

*Benchmark 1:* The effective listener is attentive.

*Benchmark 2:* The effective listener identifies and/or recognizes verbal and nonverbal cues accurately.

*Benchmark 3:* The student understands the message.

*Benchmark 4:* The student remembers and applies content of the message.

*Benchmark 5:* The student analyzes and/or evaluates the message.

## Standard 2 – Viewing

Learners will demonstrate skills in viewing for a variety of purposes.

*Benchmark 1:* The student is attentive.

*Benchmark 2:* The student recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

*Benchmark 3:* The student understands visual messages.

*Benchmark 5:* The student analyzes and/or evaluates visual messages.

## **Theatre**

### Standard 1 - Developing scripts

*Benchmark 1 (basic):* Knows the structural parts of the script.

*Benchmark 2 (basic):* Knows how to write, record, and revise improvised dialogue to develop a script.

*Benchmark 3 (basic):* Writes dialogue to create a script.

### Standard 3 - Developing Acting Skills

*Benchmark 1 (basic):* Analyzes character and scene structure within a script.

*Benchmark 2 (basic):* Uses physical techniques to develop a character.

*Benchmark 3 (basic):* Knows the basic skills of performance.

### Standard 4 - Designing and Producing Theatre

*Benchmark 2 (basic):* The student knows how to visualize settings appropriate to a script.

*Benchmark 3 (basic):* The student creates accessories needed for classroom plays and staged productions.

### Standard 5

Evaluating and reflecting on the characteristics and merits of dramatic content and theatrical forms in their work and of others.

*Benchmark 1 (basic):* Analyze and evaluates the dramatic elements that work and why, in performance and electronic media.

*Benchmark 2 (basic):* Explains how and why personal meanings and emotional responses to performance apply to self and society.

*Benchmark 3 (basic):* Explains how contextual aspects are impacted by various cultures, time, and places.

Standard 6

Integrating theatre with other arts, disciplines, and the community

*Benchmark 1 (basic):* Recognizes connections between theatre and other disciplines.

## ***SHREK The Musical***

*Book and Lyrics by David Lindsay-Abaire*

*Music by Jeanine Tesori*

*Based on the DreamWorks film and the book by William Steig*

**Issues & Themes:** hero's journey; dealing with isolation, loneliness; risk taking and adversity; companionship; breaking stereotypes

**Curriculum Ties:** Communication Arts/Reading (myth, folk and fairy tales, literary devices); Social Studies (individual development, self-knowledge, identity, social norms)

### **Missouri Performance Show Me Standards**

#### Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:

5. Comprehend and evaluate written, visual, and oral presentations and works
6. Discover and evaluate patterns and relationship in information, ideas and structures
7. Evaluate the accuracy of information and the reliability of its sources

#### Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to:

3. Exchange information, questions and ideas while recognizing perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities and sciences

#### Goal 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to:

1. Identify problems and define their scope and elements
4. Evaluate the processes used in recognizing and solving problems
6. Examine problems and proposed solutions from multiple perspectives
7. Evaluate the extent to which a strategy addresses the problem

#### Goal 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to:

1. Explain reasoning and identify information used to support decisions
3. Analyze the duties and responsibilities of individuals in societies

## **Missouri Knowledge Standards**

### Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of proficiency in:

2. Reading and evaluating fiction, poetry, and drama
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. Participating in formal and informal presentations and discussions of issues and ideas

### Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

6. Relationships of individual groups to institutions and cultural traditions

### Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. The principles and elements of different art forms

## **Kansas Public School Standards and Benchmarks (Assessed/Non Assessed)**

### **Reading**

#### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

#### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

*Benchmark 2:* The student reads fluently.

*Benchmark 3:* The student expands vocabulary.

*Benchmark 4:* The student understands a variety of texts (narrative, expository, technical, persuasive).

## Standard 2 – Literature

The Student responds to a variety of texts.

*Benchmark 1:* The student uses literary concepts to interpret and respond to texts.

*Benchmark 2:* The student understands the significance of literature and its contributions to various cultures.

## **Social Studies**

### Civics Government Standard

The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges and responsibilities of becoming active participants in our representative democracy.

*Benchmark 1:* The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

### Geography Standard

The student uses a working knowledge and understanding of special organization of the Earth's surface and relationship between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and our world.

*Benchmark 4: Human Systems:* The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

## **Communication**

### Standard 1 - Listening

Learners will participate effectively as listeners in formal and informal groups.

*Benchmark 1:* The effective listener is attentive.

*Benchmark 2:* The effective listener identifies and/or recognizes verbal and nonverbal cues accurately.

*Benchmark 3:* The student understands the message.

*Benchmark 4:* The student remembers and applies content of the message.

*Benchmark 5:* The student analyzes and/or evaluates the message.

### Standard 2 - Viewing

Learners will demonstrate skills in viewing for a variety of purposes.

*Benchmark 1:* The student is attentive.

*Benchmark 2:* The student recognizes/identifies the cues in visual messages  
Transmitted through objects, images, sounds, and words.

*Benchmark 3:* The student understands visual messages.

*Benchmark 4:* The student analyzes and/or evaluates visual messages.

### **Health Promotion and Disease Prevention**

#### Standard 5

The student will demonstrate the ability to use interpersonal communication skills to enhance health.

*Benchmark 3:* The student will demonstrate healthy ways to express needs, wants, and feelings.

#### Standard 6

The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

*Benchmark 1:* The student will identify developmentally appropriate methods to advocate for personal, family, and community health.

### **Theatre**

#### Standard 1 - Developing scripts

*Benchmark 1(basic):* Knows the structural parts of the script.

*Benchmark 2 (basic):* Knows how to write, record, and revise  
improvised dialogue to develop a script.

*Benchmark 3 (basic):* Writes dialogue to create a script.

#### Standard 2 - Directing Theatrical Events

*Benchmark 1 (basic):* Works collaboratively with peers to develop a  
classroom dramatization.

#### Standard 3 - Developing Acting Skills

*Benchmark 1 (basic):* Analyzes character and scene structure within a script.

*Benchmark 2 (basic):* Uses physical techniques to develop a character.

*Benchmark 3 (basic):* Knows the basic skills of performance.

#### Standard 4 - Designing and Producing Theatre

*Benchmark 2 (basic):* The student knows how to visualize settings  
appropriate to a script.

**Standard 5**

Evaluating and reflecting on the characteristics and merits of dramatic content and theatrical forms in their work and of others.

*Benchmark 1 (basic):* Analyze and evaluates the dramatic elements that work and why, in performance and electronic media.

*Benchmark 2 (basic):* Explains how and why personal meanings and emotional responses to performance apply to self and society.

*Benchmark 3 (basic):* Explains how contextual aspects are impacted by various cultures, time, and places.

**Standard 6**

Integrating theatre with other arts, disciplines, and the community

*Benchmark 1 (basic):* Recognizes connections between theatre and other disciplines.

## ***Number the Stars***

*Based on the Newberry Medal winning book by Lois Lowry*

**Issues & Themes:** The Holocaust. Special resource material for educators will be developed with the Midwest Center for Holocaust Education.

**Curriculum Ties:** Communication arts/literature (autobiography, journaling, historical fiction & Lois Lowry, interviewing); history & WWII; geography (places regions); social studies (values)

### **Missouri Performance Show Me Standards**

#### Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:

5. Comprehend and evaluate written, visual and oral presentations and works
6. Discover and evaluate patterns and relationships in information, ideas and structures
7. Evaluate the accuracy of information and the reliability of its sources
9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies

#### Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to:

1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
3. Exchange information, questions and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities and sciences

#### Goal 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to:

1. Identify problems and define their scope and elements
2. Develop and apply strategies based on ways others have prevented or solved problems
3. Develop and apply strategies based on one's own experience in preventing or solving problems

4. Evaluate the processes used in recognizing and solving problems
6. Examine problems and proposed solutions from multiple perspectives
7. Evaluate the extent to which a strategy addresses the problem

#### Goal 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to:

1. Explain reasoning and identify information used to support decisions
3. Analyze the duties and responsibilities of individuals in societies
7. Identify and apply practices that preserve and enhance the safety and health of self and others

### **Missouri Knowledge Standards**

#### Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of proficiency in:

2. Reading and evaluating fiction, poetry, and drama
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. Participating in formal and informal presentations and discussions of issues and ideas
7. Identifying and evaluating relationships between language and culture

#### Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

2. Continuity and change in the history of Missouri, the United States and the World
3. Principles and processes of governance systems
5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. Relationships of the individual and groups to institutions and cultural traditions

#### Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
5. Visual and performing arts in historical and cultural contexts.

## **Kansas Public School Standards and Benchmarks (Assessed/Non Assessed)**

### **Reading**

#### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

#### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

*Benchmark 2:* The student reads fluently.

*Benchmark 3:* The student expands vocabulary.

*Benchmark 4:* The student understands a variety of texts (narrative, expository, technical, persuasive).

#### Standard 2 – Literature

The Student responds to a variety of texts.

*Benchmark 1:* The student uses literary concepts to interpret and respond to texts.

*Benchmark 2:* The student understands the significance of literature and its contributions to various cultures.

### **Social Studies**

#### History Standard

The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, using essential analytical and research skills.

*Benchmark 1:* The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

*Benchmark 4:* The student engages in historical thinking skills.

#### Civics Government Standard

The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges and responsibilities of becoming active participants in our representative democracy.

*Benchmark 1:* The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

*Benchmark 4:* The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

## Geography Standard

The student uses a working knowledge and understanding of special organization of the Earth's surface and relationship between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and our world.

*Benchmark 1:* Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

*Benchmark 2:* Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

*Benchmark 4:* Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

## Communication

### Standard 1 - Listening

Learners will participate effectively as listeners in formal and informal groups.

*Benchmark 1:* The effective listener is attentive.

*Benchmark 2:* The effective listener identifies and/or recognizes verbal and nonverbal cues accurately.

*Benchmark 3:* The student understands the message.

*Benchmark 4:* The student remembers and applies content of the message.

*Benchmark 5:* The student analyzes and/or evaluates the message.

### Standard 2 - Viewing

Learners will demonstrate skills in viewing for a variety of purposes.

*Benchmark 1:* The student is attentive.

*Benchmark 2:* The student recognizes/identifies the cues in visual messages Transmitted through objects, images, sounds, and words.

*Benchmark 3:* The student understands visual messages.

*Benchmark 4:* The student analyzes and/or evaluates visual messages.

## Theatre

### Standard 1 - Developing scripts

*Benchmark 1(basic):* Knows the structural parts of the script.

*Benchmark 2 (basic):* Knows how to write, record, and revise improvised dialogue to develop a script.

*Benchmark 3 (basic):* Writes dialogue to create a script.

## Standard 2 - Directing Theatrical Events

*Benchmark 1 (basic):* Works collaboratively with peers to develop a classroom dramatization.

## Standard 3 - Developing Acting Skills

*Benchmark 1 (basic):* Analyzes character and scene structure within a script.

*Benchmark 2 (basic):* Uses physical techniques to develop a character.

*Benchmark 3 (basic):* Knows the basic skills of performance.

## Standard 5

Evaluating and reflecting on the characteristics and merits of dramatic content and theatrical forms in their work and of others.

*Benchmark 1 (basic):* Analyze and evaluates the dramatic elements that work and why, in performance and electronic media.

*Benchmark 3 (basic):* Explains how contextual aspects are impacted by various cultures, time, and places.

## Standard 6

Integrating theatre with other arts, disciplines, and the community

*Benchmark 1 (basic):* Recognizes connections between theatre and other disciplines.

*Benchmark 2 (basic):* Understands the basic role theatre plays in cultures and history.

## ***Tell-Tale Electric Poe***

*From the works of Edgar Allan Poe*

*Concept and Adaptation by Jeff Church*

*Music performed live by Rex Hobart*

**Issues & Themes:** Love, pride, beauty, death, Gothic past, the interior mind, first person narration

**Curriculum Ties:** Communication arts/literature (myth, study of short stories/genres/literary devices), social studies (cultural influences, human condition)

### **Missouri Performance Show Me Standards**

#### Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:

6. Discover and evaluate patterns and relationships in information, ideas and structures
9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies

#### Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to:

3. Exchange information, questions and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities and sciences

#### Goal 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to:

1. Identify problems and define their scope and elements
4. Evaluate the processes used in recognizing and solving problems
6. Examine problems and proposed solutions from multiple perspectives

#### Goal 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to:

4. Analyze the duties and responsibilities of individuals in societies

## **Missouri Knowledge Standards**

### Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of proficiency in:

2. Reading and evaluating fiction, poetry, and drama
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
6. Participating in formal and informal presentations and discussions of issues and ideas
7. Identifying and evaluating relationships between language and culture

### Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

2. Continuity and change in the history of Missouri, the United States and the world.
6. Relationships of the individual and groups to institutions and cultural traditions.

### Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. The principles and elements of different art forms
4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. Visual and performing arts in historical and cultural contexts

## **Kansas Public School Standards and Benchmarks (Assessed/Non Assessed)**

### **Reading**

#### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

#### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

*Benchmark 2:* The student reads fluently.

*Benchmark 3:* The student expands vocabulary.

*Benchmark 4:* The student understands a variety of texts (narrative, expository, technical, persuasive).

## Standard 2 – Literature

The Student responds to a variety of texts.

*Benchmark 1:* The student uses literary concepts to interpret and respond to texts.

*Benchmark 2:* The student understands the significance of literature and its contributions to various cultures.

## **Writing**

### Standard 1

The student writes effectively for a variety of audience, purposes, and contexts.

*Benchmark 1:* Student writes narrative text using the writing process.

*Benchmark 2:* Student writes expository text using the writing process.

*Benchmark 3:* Student writes technical text using the writing process.

*Benchmark 4:* Student writes persuasive text using the writing process.

## **Social Studies**

### History Standard

The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, using essential analytical and research skills.

*Benchmark 4:* The student engages in historical thinking skills.

### Civics Government Standard

The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges and responsibilities of becoming active participants in our representative democracy.

*Benchmark 2:* The student understands the shared ideals and diversity of American society and political culture.

*Benchmark 4:* The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

### Geography Standard

The student uses a working knowledge and understanding of special organization of the Earth's surface and relationship between peoples and places and physical and human

environments in order to explain the interactions that occur in Kansas, the United States, and our world.

*Benchmark 2:* Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

*Benchmark 4:* Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

## **Communication**

### Standard 1 - Listening

Learners will participate effectively as listeners in formal and informal groups.

*Benchmark 1:* The effective listener is attentive.

*Benchmark 2:* The effective listener identifies and/or recognizes verbal and nonverbal cues accurately.

*Benchmark 3:* The student understands the message.

*Benchmark 4:* The student remembers and applies content of the message.

*Benchmark 5:* The student analyzes and/or evaluates the message.

### Standard 2 – Viewing

Learners will demonstrate skills in viewing for a variety of purposes.

*Benchmark 1:* The student is attentive.

*Benchmark 2:* The student recognizes/identifies the cues in visual messages Transmitted through objects, images, sounds, and words.

*Benchmark 3:* The student understands visual messages.

*Benchmark 4:* The student analyzes and/or evaluates visual messages.

## **Science**

### Standard 6 – Science in Personal and Environmental Perspectives

The student will have a variety of experiences that provide understandings for various science-related personal and environmental challenges.

*Benchmark 1:* The student will understand scientific knowledge relative to personal health.

*Benchmark 3:* The student will understand that natural hazards are dynamic examples of earth processes which cause us to evaluate risks.

## **Theatre**

### Standard 1 - Developing scripts

*Benchmark 1(basic):* Knows the structural parts of the script.

- Benchmark 2 (basic):* Knows how to write, record, and revise improvised dialogue to develop a script.
- Benchmark 3 (basic):* Writes dialogue to create a script.

### Standard 3 - Developing Acting Skills

- Benchmark 1 (basic):* Analyzes character and scene structure within a script.
- Benchmark 2 (basic):* Uses physical techniques to develop a character.
- Benchmark 3 (basic):* Knows the basic skills of performance.

### Standard 5

Evaluating and reflecting on the characteristics and merits of dramatic content and theatrical forms in their work and of others.

- Benchmark 1 (basic):* Analyze and evaluates the dramatic elements that work and why, in performance and electronic media.
- Benchmark 2 (basic):* Explains how and why personal meanings and emotional responses to performance apply to self and society.
- Benchmark 3 (basic):* Explains how contextual aspects are impacted by various cultures, time, and places.

### Standard 6

Integrating theatre with other arts, disciplines, and the community

- Benchmark 1 (basic):* Recognizes connections between theatre and other disciplines.
- Benchmark 2 (basic):* Understands the basic role theatre plays in cultures and history.

## ***Bud, Not Buddy***

*Based on the Newberry Medal and Coretta Scott King award-winning book by Christopher Paul Curtis  
Adapted by Reginald Andre Jackson*

**Issues & Themes:** Great Depression era, race relations; growing up; risk-taking; values

**Curriculum Ties:** Social Studies (Eras and events, U.S. History and historical thinking, cultural influences, Civics/Government); Geography; Communication Arts/Reading (fiction/poetry/lyrics/word play)

### **Missouri Performance Show Me Standards**

#### Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:

1. Develop questions and ideas to initiate and refine research
6. Discover and evaluate patterns and relationships in information, ideas and structures
7. Evaluate the accuracy of information and the reliability of its sources
9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies

#### Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to:

3. Exchange information, questions and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities and sciences

#### Goal 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to:

1. Identify problems and define their scope and elements
2. Develop and apply strategies based on ways others have prevented or solved problems
4. Evaluate the processes used in recognizing and solving problems
5. Reason inductively from a set of specific facts and deductively from general premises

8. Assess costs, benefits and other consequences of proposed solutions

#### Goal 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to:

1. Explain reasoning and identify information used to support decisions
4. Analyze the duties and responsibilities of individuals in societies
5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals
8. Explore, prepare for and seek educational and job opportunities

### **Missouri Knowledge Standards**

#### Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of proficiency in:

2. Reading and evaluating fiction, poetry, and drama
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
6. Participating in formal and informal presentations and discussions of issues and ideas
7. Identifying and evaluating relationships between language and culture

#### Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

2. Continuity and change in the history of Missouri, the United States and the world
3. Principles and processes of governance systems
4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
6. Relationships of the individual and groups to institutions and cultural traditions

#### Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. Visual and performing arts in historical and cultural contexts

## **Kansas Public School Standards and Benchmarks (Assessed/Non Assessed)**

### **Reading**

#### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

#### Standard 1 – Reading

Student reads and comprehends texts across the curriculum.

*Benchmark 2:* The student reads fluently.

*Benchmark 3:* The student expands vocabulary.

*Benchmark 4:* The student understands a variety of texts (narrative, expository, technical, persuasive).

#### Standard 2 – Literature

The Student responds to a variety of texts.

*Benchmark 1:* The student uses literary concepts to interpret and respond to texts.

*Benchmark 2:* The student understands the significance of literature and its contributions to various cultures.

### **Social Studies**

#### History Standard

The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, using essential analytical and research skills.

*Benchmark 1:* The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

*Benchmark 4:* The student engages in historical thinking skills.

#### Civics Government Standard

The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges and responsibilities of becoming active participants in our representative democracy.

*Benchmark 1:* The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

*Benchmark 2:* The student understands the shared ideals and diversity of American society and political culture.

*Benchmark 4:* The student identifies and examines the rights, privileges, and

responsibilities in becoming an active civic participant.

### Geography Standard

The student uses a working knowledge and understanding of special organization of the Earth's surface and relationship between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and our world.

*Benchmark 2:* Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

*Benchmark 4:* Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

*Benchmark 5:* Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

### **Communication**

#### Standard 1 - Listening

Learners will participate effectively as listeners in formal and informal groups.

*Benchmark 1:* The effective listener is attentive.

*Benchmark 2:* The effective listener identifies and/or recognizes verbal and nonverbal cues accurately.

*Benchmark 3:* The student understands the message.

*Benchmark 4:* The student remembers and applies content of the message.

*Benchmark 5:* The student analyzes and/or evaluates the message.

#### Standard 2 – Viewing

Learners will demonstrate skills in viewing for a variety of purposes.

*Benchmark 1:* The student is attentive.

*Benchmark 2:* The student recognizes/identifies the cues in visual messages Transmitted through objects, images, sounds, and words.

*Benchmark 3:* The student understands visual messages.

*Benchmark 4:* The student analyzes and/or evaluates visual messages.

#### Standard 4 - Information Retrieval

The communicator will retrieve information from a variety of appropriate sources.

*Benchmark 4:* The effective communicator analyzes and/or evaluates the sources and information.

### **Science**

#### Standard 6 – Science in Personal and Environmental Perspectives

The student will have a variety of experiences that provide understandings for various science-related personal and environmental challenges.

*Benchmark 3:* The student will understand that natural hazards are dynamic examples of earth processes which cause us to evaluate risks.

## Theatre

### Standard 1

#### Developing scripts

*Benchmark 1 (basic):* Knows the structural parts of the script.

*Benchmark 2 (basic):* Knows how to write, record, and revise improvised dialogue to develop a script.

*Benchmark 3 (basic):* Writes dialogue to create a script.

### Standard 3

#### Developing Acting Skills

*Benchmark 1 (basic):* Analyzes character and scene structure within a script.

*Benchmark 2 (basic):* Uses physical techniques to develop a character.

*Benchmark 3 (basic):* Knows the basic skills of performance.

### Standard 5

Evaluating and reflecting on the characteristics and merits of dramatic content and theatrical forms in their work and of others.

*Benchmark 1 (basic):* Analyze and evaluates the dramatic elements that work and why, in performance and electronic media.

*Benchmark 2 (basic):* Explains how and why personal meanings and emotional responses to performance apply to self and society.

*Benchmark 3 (basic):* Explains how contextual aspects are impacted by various cultures, time, and places.

### Standard 6

#### Integrating theatre with other arts, disciplines, and the community

*Benchmark 1 (basic):* Recognizes connections between theatre and other disciplines.

*Benchmark 2 (basic):* Understands the basic role theatre plays in cultures and history.