



## Artopia: Theater



## South Carolina English Language Arts Standards

**Title:** *Art History: One Minute Art Lesson*

**Strand:** Reading Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** examples, inferences drawn, text says, support synthesis of meaning

**Standard 6:** Summarize key details and ideas to support analysis of central ideas.

**Key Words:** objective summary, supporting details, determine central idea

**Standard 7:** Research events, topics, ideas or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

**Key Words:** develop coherent understanding, analyze medium's portrayal, advantage and disadvantage of medium, evaluate use of medium

**Grade Band:** 6-8, ENG I-IV

**Title:** *Art History: Anton Chekov (photo and text)*

**Strand:** Reading Informational Text

**Key Ideas:** Principles of Reading

**Standard 4:** Read with sufficient accuracy and fluency to support comprehension.

**Key Words:** grade-level, purpose, understanding

**Key Ideas:** Language, Craft and Structure

**Standard 9:** Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.

**Key Words:** word/phrase meaning, overall meaning, word position/function

**Standard 10:** Analyze and provide evidence of how the author's choice of purpose or perspective shapes content, meaning and style.

**Key Words:** text feature, style, impact

**Grade Band:**6-8, ENG I-IV

**Title:** *Art History: August Wilson (photo and text)*

**Strand:** Reading Informational Text

**Key Ideas:** Principles of Reading

**Standard 4:** Read with sufficient accuracy and fluency to support comprehension.

**Key Words:** grade-level, purpose, understanding

**Key Ideas:** Language, Craft and Structure

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**Key Words:** text feature, style, impact

**Grade Band:**6-8, ENG I-IV

**Title:** *Art History: Eugene O'Neill (photo and text)*

**Strand:** Reading Informational Text

**Key Ideas:** Principles of Reading

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**Key Words:** text feature, style, impact  
**Grade Band:**6-8, ENG I-IV

**Title:** *Art History: Garcia Lorca (photo and text)*

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**Key Words:** text feature, style, impact

**Grade Band:**6-8, ENG I-IV

**Title:** *Art History: Anton Lillian Hellman (photo and text)*

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**Grade Band:**6-8, ENG I-IV

**Title:** *Art History: Lorraine Hansberry (photo and text)*

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perspective shapes content, meaning and style.

**Key Words:** text feature, style, impact

**Grade Band:**6-8, ENG I-IV

**Title:** *Art History: Suzan-Lori Parks (photo and text)*

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**Standard 4:** Read with sufficient accuracy and fluency to support comprehension.

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**Grade Band:**6-8, ENG I-IV

**Title:** *Art History - Tennessee Williams (photo and text)*

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**Key Words:** text feature, style, impact

**Grade Band:**6-8, ENG I-IV

**Title:** *Be a Theater Critic – A Midsummer Night's Dream (video and text)*

**Strand:** Inquiry

**Standard 1:** Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

**Key Words:** formulate questions, frame inquiry

**Standard 2:** Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

**Key Words:** based on evidence, generate explanations, conclusions, multiple perspectives

**Standard 3:** Construct knowledge, applying disciplinary concepts and tools to build deeper understanding of the world through exploration, collaboration and analysis.

**Key Words:** plan of action, primary/secondary sources, validity, bias, organize/categorize

information

**Strand:** Reading Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** cite evidence, support analysis

**Standard 7:** Research events, topics, ideas of concepts through multiple media, formats, and in visual, auditory and kinesthetic modalities.

**Key Words:** evaluate different mediums

**Grade Band:** 6-8, ENG I-IV

**Title:** *Be a Theater Critic – Pinnochio (video and text)*

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**Grade Band:** 6-8, ENG I-IV

**Title:** *Be a Theater Critic – The Legend of Sleepy Hollow (video and text)*

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**Key Words:** evaluate different mediums

**Grade Band:** 6-8, ENG I-IV

**Title:** *Be a Theater Critic – The Trojan Women (video and text)*

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**Key Words:** evaluate different mediums

**Grade Band:** 6-8, ENG I-IV

**Title:** *Be a Theater Critic – Write a Theater Review (interactive)*

**Strand:** Writing

**Key Ideas:** Meaning, Context, and Craft

**Standard 1:** Write arguments to support claims with clear reasons and relevant evidence.

**Key Words:** claims, relevant information, valid reasoning, organizational structure, credible evidence, conclusion

**Grade Band:** 6-8, ENG I-IV

**Title:**

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**Key Words:** evaluate different mediums

**Grade Band:** 6-8, ENG I-IV

**Title:** *Meet and Artist – Columbia Marionette Theater: Executive Director (video)*

**Strand:** Inquiry

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**Key Words:** plan of action, primary/secondary sources, validity, bias, organize/categorize information

**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet and Artist – Columbia Marionette Theater: Puppetmaking (video)*

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**Standard 3:** Construct knowledge, applying disciplinary concepts and tools to build deeper understanding of the world through exploration, collaboration and analysis.

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet and Artist – Columbia Marionette Theater: Seamstress (video)*

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet and Artist – Columbia Marionette Theater: Voice Recording for Puppets (video)*

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet an Artist – Erica Tobolski: Acting, Outside In (video)*

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**Standard 1:** Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet an Artist – Erica Tobolski: Comparing Roles (video)*

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet an Artist – Erica Tobolski: Actress* (video)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet an Artist – Erica Tobolski: The Trojan Women* (video)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet an Artist – Erica Tobolski: Theater Rehearsal* (video)

**Strand:** Inquiry

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**Key Words:** plan of action, primary/secondary sources, validity, bias, organize/categorize information

**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet an Artist – Steven Gross: Career in Theater Design* (video)

**Strand:** Inquiry

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**Key Words:** plan of action, primary/secondary sources, validity, bias, organize/categorize information

**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet an Artist – Steven Gross: Theater Set Design-Research* (video)

**Strand:** Inquiry

**Standard 1:** Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

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**Standard 2:** Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

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**Key Words:** plan of action, primary/secondary sources, validity, bias, organize/categorize information

**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet an Artist – Steven Gross: Theater Set Design-Building* (video)

**Strand:** Inquiry

**Standard 1:** Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet an Artist – Steven Gross: Theater Set Design-Scale* (video)

**Strand:** Inquiry

**Standard 1:** Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *Meet an Artist – Trustus Theater* (video)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *The Stage – Costume Shop: Fashion in Shakespeare’s Time* (interactive)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *The Stage – Dressing Room: How to Make an Actor Look Older* (interactive)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *The Stage – Learning About the State and Auditions* (interactive)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *The Stage – Learning About the Stage: Acting Areas Diagram* (photo)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *The Stage – Learning About the Stage: Body Positions Diagram* (photo)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *The Stage – Lighting Show* (interactive)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *The Stage – Scene Shop: How to Build a Set* (interactive)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *The Stage – Sound Studio* (interactive)

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**Grade Band:** 3-5, 6-8, ENG I-IV

**Title:** *The Stage – Learning about the Stage: The Proscenium Stage* (photo)

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