

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Historical, Cultural and Social Contexts
Grade 9 Benchmark A: Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.
Content Organizer: Historical, Cultural and Social Contexts

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Explain why one style of performance is more appropriate to a given story or message than another style.				

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Compare and contrast the principles and elements of a dramatic/theatrical work from various time periods.				

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Describe how dramatic/theatrical literature and production film/video and broadcast media reflect the concerns of their time.				

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Explain how live theatre, film/video and broadcast media reflect the artistic and social values and accomplishments of civilization.				

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Describe the connection between style and form.				

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Grade: 10 Benchmark A: Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.				
Content Organizer: Historical, Cultural and Social Contexts				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Describe various periods of theatre history: Origin, Greek/Roman, Medieval, Renaissance, Restoration, 17 th Century, 18th Century, 19 th Century, 20th Century and Contemporary.				

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Identify key figures, works and trends in various cultures.				

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Content Organizer: Historical, Cultural and Social Contexts				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Identify significant issues that are important to live theatre, film/video and broadcast media today.				

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Analyze the cultural, social, political and technological influences on an artist and his/her choices.				

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Grade: 11-12 Benchmark: A Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.				
Content Organizer: Historical, Cultural and Social Contexts				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Justify a performance style to communicate an original message or story.				

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Grade:11-12 Benchmark: A Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.
Content Organizer: Historical, Cultural and Social Contexts

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Compare and contrast the elements of dramatic/theatrical works from different time periods.				

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Grade: 11-12 Benchmark: A Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.
Content Organizer: Historical, Cultural and Social Contexts

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Analyze the relationships between cultural and social attitudes and emotional reactions to a dramatic/theatrical event with references to the experience.				

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Content Organizer: Historical, Cultural and Social Contexts

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Use drama/theatre heritage and drama/theatre experiences as a means to explore philosophical, ethical and religious issues.				

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Content Organizer: Historical, Cultural and Social Contexts

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Explore the use of various styles to achieve an intended purpose.				

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Grade: 11-12 Benchmark: A Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.				
Content Organizer: Historical, Cultural and Social Contexts				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Analyze a dramatic/theatrical work in the context of its time period.				

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<u>Content Organizer: Historical, Cultural and Social Contexts</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Research the historical background of a script as a basis for interpretation and presentation.				

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Historical, Cultural and Social Contexts				
Grade: 9-12 Benchmark: B Discuss the place of a dramatic/theatrical writer's body of work in drama/theatre history.				
Content Organizer: Historical, Cultural and Social Contexts				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Compare and contrast two playwrights and/or screenwriters of two distinct theatre time periods.				

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Content Standard: Historical, Cultural and Social Contexts				
Grade: 9-12 Benchmark: B Discuss the place of a dramatic/theatrical writer's body of work in drama/theatre history.				
Content Organizer: Historical, Cultural and Social Contexts				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Identify the significant playwrights/screenwriters and their works from various periods of theatre history (i.e., Origin, Greek/Roman, Medieval, Renaissance, Restoration, 17 th Century, 18 th Century, 19th Century, 20th Century and Contemporary).				

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Content Standard: Historical, Cultural and Social Contexts				
Grade: 9-12 Benchmark: B Discuss the place of a dramatic/theatrical writer's body of work in drama/theatre history.				
Content Organizer: Historical, Cultural and Social Contexts				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Discuss a playwright's body of work and place in theatre heritage.				

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Content Standard: Historical, Cultural and Social Contexts				
Grade: 9-12 Benchmark: B Discuss the place of a dramatic/theatrical writer's body of work in drama/theatre history.				
Content Organizer: Historical, Cultural and Social Contexts				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre heritage.				

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Content Standard: Creative Expression and Communication
Grade: 9 Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.
Content Organizer: Creative Expression and Communication

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Distinguish between the voice used in life situations and the voice used in performance situations.				

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Content Organizer: Creative Expression and Communication

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Manipulate vocal qualities, posture, movement and language to express a variety of characters.				

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Content Organizer: Creative Expression and Communication

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Develop and effectively use audition skills.				

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<u>Grade: 10 Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Use breath control and the vocal characteristics necessary to develop an effective characterization.				

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<u>Grade: 10 Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Demonstrate in dramatic action how various factors such as emotional attitude contribute to characterization.				

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<u>Grade: 10 Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Deliver memorized lines and/or read aloud from a script with clarity, volume and vocal variety.				

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Content Organizer: Creative Expression and Communication

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Demonstrate collaborative discipline necessary for an ensemble performance.				

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Grade:11 Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.				
Content Organizer: Creative Expression and Communication.				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Use movement qualities and patterns to create a specific character.				

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Content Standard: Creative Expression and Communication				
Grade: 11 Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.				
Content Organizer: Creative Expression and Communication.				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Use various vocal techniques to develop a consistent character.				

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Content Standard: Creative Expression and Communication				
Grade: 11 Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.				
Content Organizer: Creative Expression and Communication.				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Sustain convincing multidimensional characters.				

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Content Standard: Creative Expression and Communication
Grade: 12 Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.
Content Organizer: Creative Expression and Communication.

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Analyze text on the basis of the physical, social and psychological dimensions of the characters.				

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Content Standard: Creative Expression and Communication
Grade: 12 Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.
Content Organizer: Creative Expression and Communication.

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Develop contrasting pieces/monologues for presentations and auditions appropriate for inclusion in a portfolio.				

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Content Standard: Creative Expression and Communication				
Grade: 9 Benchmark B: Effectively use technology and/or resources to mount a performance.				
Content Organizer: Creative Expression and Communication				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Determine costumes and makeup needed to create a character.				

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Grade: 9 Benchmark B: Effectively use technology and/or resources to mount a performance.				
Content Organizer: Creative Expression and Communication				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Use technical elements safely to focus attention, establish mood, locale and time, and support plot.				

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<u>Grade: 9 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Apply the principles of composition to create an effective stage.				

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<u>Grade: 9 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Summarize the costs (e.g., for props, scenery, costumes, royalties) of mounting a dramatic/theatrical production.				

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<u>Grade: 10 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
8. Preblock and direct peers in a scene.				

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<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Explain an area of technical production in depth.				

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Identify the roles of collaboration between various technical professionals.				

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<u>Grade: 10 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes and makeup.				

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<u>Grade: 10 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
8. Compare and contrast the directing and management skills needed in different media (e.g., stage, film, television, radio).				

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Grade: 11 Benchmark B: Effectively use technology and/or resources to mount a performance.
Content Organizer: Creative Expression and Communication

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Create designs in a specific technical emphasis.				

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<u>Grade: 11 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Identify the application of new technology to a selected area of technical emphasis.				

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<u>Grade: 11 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Construct and operate technical production equipment safely and independently.				

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<u>Content Standard: Creative Expression and Communication</u>				
<u>Grade: 11 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Select, cast, block and direct a scene for performance.				

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<u>Content Standard: Creative Expression and Communication</u>				
<u>Grade: 12 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Collaborate with others to develop a unified production design for a production.				

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<u>Grade: 12 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Apply appropriate technology to a theatrical production.				

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<u>Grade: 12 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Work safely and independently with all technical aspects of theatrical production.				

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<u>Content Standard: Creative Expression and Communication</u>				
<u>Grade: 12 Benchmark B: Effectively use technology and/or resources to mount a performance.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Select, cast, block and direct a one-act play for performance.				

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**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Creative Expression and Communication</u>				
Grade: 9 <u>Benchmark C</u>: Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
9. Write a dramatic or tragic scene incorporating elements of drama.				

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<u>Content Standard: Creative Expression and Communication</u>				
<u>Grade: 10 Benchmark C: Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
9. Write a dramatic or tragic one-act play, screenplay or short radio play incorporating elements of drama.				

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**Adams County/Ohio Valley
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<u>Content Standard: Creative Expression and Communication</u>				
<u>Grade: 11 Benchmark C: Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.</u>				
<u>Content Organizer: Creative Expression and Communication</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
8. Write a one-act play, screenplay or radio play incorporating elements of drama.				

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Content Standard: Creative Expression and Communication
Grade: 12 Benchmark C: Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.
Content Organizer: Creative Expression and Communication

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Write a one-act play, screenplay or radio play for production and critique.				

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**Adams County/Ohio Valley
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Content Standard: Analyzing and Responding				
Grade: 9 Benchmark A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.				
Content Organizer: Analyzing and Responding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Use accurate terminology in dramatic/theatrical activities.				

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Content Standard: <u>Analyzing and Responding</u>				
Grade: <u>10 Benchmark A:</u> Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.				
Content Organizer: <u>Analyzing and Responding</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Use accurate terminology in dramatic/theatrical activities.				

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Grade: 11 Benchmark A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.				
Content Organizer: Analyzing and Responding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Use accurate terminology in dramatic/theatrical activities.				

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Grade: <u>12 Benchmark A:</u> Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.				
Content Organizer: <u>Analyzing and Responding</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Use accurate terminology in dramatic/theatrical activities.				

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding				
Grade: 9 Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.				
Content Organizer: Analyzing and Responding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Determine how a theatrical device can be used to communicate an author's or playwright's intent.				

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Content Standard: Analyzing and Responding				
Grade: 9 Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.				
Content Organizer: Analyzing and Responding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Explain how a theatrical artist's (e.g., actors, directors, playwrights) use of symbols helps create meaning in a dramatic/theatrical work.				

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Content Standard: Analyzing and Responding
Grade: 9 Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.
Content Organizer: Analyzing and Responding

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Explain the changes that occur as a result of self-evaluation as an artist or audience member.				

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Content Standard: Analyzing and Responding
Grade: 10 Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.
Content Organizer: Analyzing and Responding

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Defend the use of a specific style, form or period to express an intended message.				

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Content Standard: Analyzing and Responding
Grade: 10 Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.
Content Organizer: Analyzing and Responding

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Demonstrate the changes that occur as a result of self-evaluation as an artist or audience member.				

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Content Standard: Analyzing and Responding
Grade: 11 Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.
Content Organizer: Analyzing and Responding

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Compare and contrast motivations and reactions of characters confronting similar situations.				

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Content Standard: Analyzing and Responding
Grade: 11 Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.
Content Organizer: Analyzing and Responding

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Explain how the playwright's choices influence the message.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding				
Grade: 11 Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.				
Content Organizer: Analyzing and Responding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Use self-evaluation strategies and audience response to improve their artistic works and experiences.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding				
Grade: 12 Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.				
Content Organizer: Analyzing and Responding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Compare and contrast their artistic choices before and after a self-evaluation.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding				
Grade: 9 Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.				
Content Organizer: Analyzing and Responding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Compare and contrast a traditional interpretation of a dramatic/theatrical work with nontraditional interpretation.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Analyzing and Responding</u>				
<u>Grade: 9 Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.</u>				
<u>Content Organizer: Analyzing and Responding</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Evaluate variations of universal themes across different time periods and cultures.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Analyzing and Responding</u>				
<u>Grade: 10 Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.</u>				
<u>Content Organizer: Analyzing and Responding</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Evaluate the resources used in a production to enhance the intent of the playwright.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding				
Grade: 10 Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.				
Content Organizer: Analyzing and Responding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Evaluate variations of universal themes across different time periods and cultures.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Analyzing and Responding</u>				
<u>Grade: 11 Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.</u>				
<u>Content Organizer: Analyzing and Responding</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Evaluate one playwright's presentation of universal themes across different works.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding				
Grade: 11 Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.				
Content Organizer: Analyzing and Responding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Evaluate a dramatic/theatrical script for its potential choices.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding				
Grade: 12 Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.				
Content Organizer: Analyzing and Responding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Evaluate variations of universal themes across different works by the same playwright and by different playwrights.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Analyzing and Responding</u>				
<u>Grade: 12 Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.</u>				
<u>Content Organizer: Analyzing and Responding</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Evaluate a production's faithfulness to the playwright's intent and to the time period and culture.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Valuing Drama/Theatre/Aesthetic Reflection				
Grade: 9 Benchmark A: Defend their responses to a drama/theatre event based on their personal drama/theatre philosophies.				
Content Organizer: Valuing Drama/Theatre/Aesthetic Reflection				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Explain the role of drama/theatre in their lives.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Valuing Drama/Theatre/Aesthetic Reflection</u>				
Grade: 10 Benchmark A: Defend their responses to a drama/theatre event based on their personal drama/theatre philosophies.				
<u>Content Organizer: Valuing Drama/Theatre/Aesthetic Reflection</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Identify and analyze components that comprise a philosophy.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Valuing Drama/Theatre/Aesthetic Reflection</u>				
<u>Grade:11 Benchmark A: Defend their responses to a drama/theatre event based on their personal drama/theatre philosophies.</u>				
<u>Content Organizer: Valuing Drama/Theatre/Aesthetic Reflection</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Develop a personal drama/theatre philosophy.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Valuing Drama/Theatre/Aesthetic Reflection				
Grade: 12 Benchmark A: Defend their responses to a drama/theatre event based on their personal drama/theatre philosophies.				
Content Organizer: Valuing Drama/Theatre/Aesthetic Reflection				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Articulate a personal drama/theatre philosophy and its role in their lives.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Valuing Drama/Theatre/Aesthetic Reflection</u>				
<u>Grade: 9 Benchmark B: Respect diverse opinions regarding drama/theatre preferences.</u>				
<u>Content Organizer: Valuing Drama/Theatre/Aesthetic Reflection</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Identify culturally diverse opinions about a drama/theatre event.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Valuing Drama/Theatre/Aesthetic Reflection				
Grade: 10 Benchmark B: Respect diverse opinions regarding drama/theatre preferences.				
Content Organizer: Valuing Drama/Theatre/Aesthetic Reflection				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Identify factors among cultures that generate diverse opinions about a drama/theatre event.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Valuing Drama/Theatre/Aesthetic Reflection				
Grade: 11 Benchmark B: Respect diverse opinions regarding drama/theatre preferences.				
Content Organizer: Valuing Drama/Theatre/Aesthetic Reflection				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Analyze factors among cultures that generate diverse opinions about a drama/theatre event.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Valuing Drama/Theatre/Aesthetic Reflection				
Grade: 12 Benchmark B: Respect diverse opinions regarding drama/theatre preferences.				
Content Organizer: Valuing Drama/Theatre/Aesthetic Reflection				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Compare and contrast culturally diverse opinions about a drama/theatre event.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
<u>Grade: 9 Benchmark B: Respect diverse opinions regarding drama/theatre preferences.</u>				
<u>Content Organizer: Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Demonstrate the integration of several arts media in a presentation.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Connections, Relationships and Applications				
Grade: 10 Benchmark B: Respect diverse opinions regarding drama/theatre preferences.				
Content Organizer: Connections, Relationships and Applications				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Recognize the relationships between drama/theatre and other art forms during specific historical periods.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Connections, Relationships and Applications				
Grade: 11 Benchmark B: Respect diverse opinions regarding drama/theatre preferences.				
Content Organizer: Connections, Relationships and Applications				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Explain drama/theatre as a synthesis of all the arts.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Connections, Relationships and Applications				
Grade: 12 Benchmark B: Respect diverse opinions regarding drama/theatre preferences.				
Content Organizer: Connections, Relationships and Applications				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Analyze drama/theatre as a synthesis of all the arts.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
<u>Grade: 9 Benchmark B: Synthesize the relationship between concepts and skills used in drama/theatre with other curricula subjects.</u>				
<u>Content Organizer: Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Apply dramatic/theatrical skills in other academic content areas.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
Grade: 10 Benchmark B: Synthesize the relationship between concepts and skills used in drama/theatre with other curricula subjects.				
<u>Content Organizer: Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Recognize the necessity of integration of all disciplines in dramatic/theatrical activity.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: <u>Connections, Relationships and Applications</u>				
Grade: <u>11 Benchmark B</u>: Synthesize the relationship between concepts and skills used in drama/theatre with other curricula subjects.				
Content Organizer: <u>Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Use skills learned in other disciplines in producing a dramatic/theatrical piece.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: <u>Connections, Relationships and Applications</u>				
Grade: <u>12 Benchmark B</u>: Synthesize the relationship between concepts and skills used in drama/theatre with other curricula subjects.				
Content Organizer: <u>Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Integrate the essential skills from all disciplines needed for dramatic/theatrical production.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: <u>Connections, Relationships and Applications</u>				
Grade: <u>9 Benchmark C: Explain how the arts are an index to social values and accomplishments of a civilization.</u>				
Content Organizer: <u>Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Cite specific examples of the relationship between drama/theatre and their communities.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Connections, Relationships and Applications				
Grade: 10 Benchmark C: Explain how the arts are an index to social values and accomplishments of a civilization.				
Content Organizer: Connections, Relationships and Applications				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Describe ways in which drama/theatre can reveal universal concepts with references to specific works.1				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Connections, Relationships and Applications				
Grade: 11 Benchmark C: Explain how the arts are an index to social values and accomplishments of a civilization.				
Content Organizer: Connections, Relationships and Applications				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Describe how drama/theatre affects social change.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: Connections, Relationships and Applications				
Grade: 12 Benchmark C: Explain how the arts are an index to social values and accomplishments of a civilization.				
Content Organizer: Connections, Relationships and Applications				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic/theatrical productions.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
<u>Grade: 9 Benchmark D: Engage in activities that lead to continued involvement in theatre.</u>				
<u>Content Organizer: Connections, Relationships and Applications S</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Identify the purposes of a portfolio and resume.				

Drama

**Adams County/Ohio Valley
Course of Study**

Content Standard: <u>Connections, Relationships and Applications</u>				
Grade: 9 Benchmark D: Engage in activities that lead to continued involvement in theatre.				
Content Organizer: <u>Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Describe the established standards of the theatre profession.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
<u>Grade: 10 Benchmark D: Engage in activities that lead to continued involvement in theatre.</u>				
<u>Content Organizer: Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Assemble a personal drama/theatre portfolio and resume including works completed and works-in progress.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
<u>Grade: 10 Benchmark D: Engage in activities that lead to continued involvement in theatre.</u>				
<u>Content Organizer: Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Investigate the level of discipline, knowledge and skills required for career preparation in drama/theatre.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
<u>Grade: 11 Benchmark D: Engage in activities that lead to continued involvement in theatre.</u>				
<u>Content Organizer: Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Revise the portfolio and resume.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
<u>Grade: 11 Benchmark D: Engage in activities that lead to continued involvement in theatre.</u>				
<u>Content Organizer: Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Investigate a selected career in drama/theatre, film/video and broadcast media.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
<u>Grade: 12 Benchmark D: Engage in activities that lead to continued involvement in theatre.</u>				
<u>Content Organizer: Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Investigate a selected career in drama/theatre, film/video and broadcast media.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
<u>Grade: 12 Benchmark D: Engage in activities that lead to continued involvement in theatre.</u>				
<u>Content Organizer: Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Participate in portfolio review.				

Drama

**Adams County/Ohio Valley
Course of Study**

<u>Content Standard: Connections, Relationships and Applications</u>				
<u>Grade: 12 Benchmark D: Engage in activities that lead to continued involvement in theatre.</u>				
<u>Content Organizer: Connections, Relationships and Applications</u>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Identify personal strengths and weaknesses and potential success in drama/theatre, film/video and broadcast media.				