

Sample Student Learning Goal

Content Area: Theatre 1

Grade Level(s): 6th Grade

Specific Context	This is a heterogeneous group of twenty one 6th grade students who have elected to take theatre as an arts class. There is one English Language Learner and four students with IEPs. The class is very diverse in both technical and academic ability.
Content	<i>Theatre:</i> Level I <i>Target CSOs:</i> TH.O.LI.1.01 (select materials for adaption for performance and analyze the content of the material for dramatic elements including exposition, conflict, climax, resolution, character relationships, actions and obstacles) and TH.O.LI.1.02 (experiment with stories to create a variety of theatrical forms (reader's theatre, improvisation, tableau, pantomime).
Baseline Data	Each student previously wrote a position paper about an assigned text (play). Their writing was assessed using a writing and performance Theatre rubric (loosely based upon the writing arguments objectives in the social studies literacy standards and objectives for grades 6-8). No students had a score of 10, 9, 8 or 7, four students scored a 6, four students scored 5, ten students scored 4, two students each scored 4 and 3, one student scored 2 and no one scored a 0 (scale score was from 10-0).
Goal	At the end of the 3 week lesson, 75% of students (15 of 20) will be able to write and analyze arguments focused on discipline-specific content (dramatic elements) and adapt those materials for performance. Students will score a 7 or above on the writing and performance Theatre rubric.
Strategies for attaining the goal	<ul style="list-style-type: none">• Students will read a text (play).• Use graphic organizers to categorize and analyze the content and dramatic elements present in the text (play).

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	<ul style="list-style-type: none">• Demonstrate the use of Observe/Reflect/Question in the analysis of the text (play) including exposition, conflict, climax, resolution, character relationships, actions and obstacles.• Watch videos to compare and contrast two stagings of the text (play). Then pose the question, “How could these have been adapted”?• Facilitate a debate on how the material can be adapted and the pros and cons of each and the potential impact on the audience, plot, dialogue, etc.• In small groups, students will work on adapting the text (play) for performance. Students will discuss and write about their position for why they are making each choice. Groups will share their position with the class. Feedback will be provided.• Facilitate the practice of students using writing rubrics for self-assessment during the adapting process of the text (play).• The emphasis of this objective is on screenwriting and text analysis. To include a performance-based task, students may perform their adapted texts (play).
Collaboration	Social Studies and ELA teachers will collaborate with arts teachers to identify topics for cross-curricular study that support this type of writing.
Measures	Students will independently write an argumentative essay supporting or opposing their groups’ choices for adapting the original text (play). These essays will be graded using the writing and performance Theatre rubric in addition to a grade for content. Students will score a 7 or above on the appropriate (writing) rubrics. Individual and group feedback will be provided.