



## Georgia Performance/QCC Standards for: **DON QUIXOTE**

### **Eighth Grade**

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and Museum) meet Georgia Quality Core Curriculum Standards (GA QCCS) and Georgia Performance Standards (GPS). Listed below are sample GA QCCS (and GPS where applicable) for Eighth Grade for Language Arts, Character Education, Social Studies and Fine Arts for all three programming areas. Access a complete list of GA QCC Standards at [www.glc.k12.ga.us](http://www.glc.k12.ga.us).

#### **I. PERFORMANCE**

Here are some of the Eighth Grade GA Performance/QCC Standards that can be met in Language Arts, Character Education, Modern Languages & Latin and Fine Arts when your students attend a 70-minute performance of *Don Quixote*:

#### **Georgia Performance Standards – Grade 8 Modern Languages & Latin (MLL)**

##### **MODERN LANGUAGES CONNECTIONS (FOR ALL LANGUAGES)**

##### **III. CONNECTIONS, COMPARISONS AND COMMUNITIES (CCC)**

**MLC.CCC5 The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational and occupational purposes. The students:**

- A. Identify examples of the target language and culture(s) studied that are evident in and through media, entertainment and technology.

#### **Georgia Performance Standards – Grade 8 English/Language Arts (ELA)**

##### **READING AND LITERATURE**

**ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by suggested titles on the Grade Eight reading list.**

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- c. Analyzes a character's traits, emotions or motivations and gives supporting evidence from the text(s).
- d. Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- h. Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.

##### **READING ACROSS THE CURRICULUM**

**ELA8RC2 The student participates in discussions related to curricular learning in all subject areas. The student:**

- a. Identifies messages and themes from books in all subject areas.
- b. Responds to a variety of texts in multiple modes of discourse.

- c. Relates messages and themes from one subject area to those in another area.
- d. Evaluates the merits of texts in every subject discipline.
- e. Examines the author's purpose in writing.

**LISTENING, SPEAKING AND VIEWING**

**ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.**

When responding to visual and oral texts and media (e.g., television, radio, film productions and electronic media), the student:

- a. Interprets and evaluates the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.
- b. Analyzes oral communication by paraphrasing a speaker's purpose and point of view and asks relevant questions concerning the speaker's content, delivery and purpose.

**Georgia QCC Standards – Grade 8**

**Subject: Language Arts - Listening**

**Strand: Listening**

#13 – Standard: Expands listening vocabulary.

#15 – Standard: Listens and responds to various forms of literature such as prose, poetry and drama.

#16 – Standard: Demonstrates an awareness of and appreciation for the richness and diversity of language.

**Subject: Language Arts - Literature**

**Strand: Literature**

#21 – Standard: Discusses various literary forms: short stories, novels, epics, folk tales, poems, dramas, essays, and myths. (Pre- or Post-visit class discussion).

#22 – Standard: Answers literal, inferential, and critical questions about literature (Pre- or Post-visit class discussion).

#23 – Standard: Uses literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language and point of view to analyze literature.

#25 – Standard: Experiences traditional and contemporary literature through a variety of media.

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#26 – Standard: Analyzes differences between fiction and nonfiction.

#27 – Standard: Explains how cultures and values are represented in literature.

**Subject: Language Arts - Reading**

**Strand: Reading**

#40 – Standard: Analyzes explicit and implicit main ideas, details, sequence of events and cause-effect relationships.

#41 – Standard: Makes comparisons, predictions and generalizations and draws conclusions.

**Subject: Character Education**

**Strand: Respect for Others**

#11 – Topic: Respect for Others

Standard: Altruism: concern for and motivation to act for the welfare of others.

11.3 – Courtesy and Cooperation: recognition of mutual interdependence with others resulting in polite treatment and respect for them (as related to audience etiquette).

**Subject: Fine Arts**

**Strand: Theatre Arts**

#1 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Develops and evaluates a working definition of “theatre arts” as it applies to presentational theatre.

#20 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Identifies the costume, fashion, and make-up customs of past and present cultures and time periods.

#25 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Analyzes and explains common themes, content and structure among theatre and other disciplines.

#28 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Identifies and evaluates the elements of dramatic literature used as a basis for presentational and representational theatre.

#29 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Evaluates dramatic presentations as participant and audience member.

#30 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Identifies universal themes in presentational and representational theatre.

#31 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Understands and analyzes the role and responsibility of the audience as an integral part of theatrical presentation.

#32 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Demonstrates awareness of and uses school, community and professional resources for theatre experiences.

## **II. PUPPET-MAKING WORKSHOPS**

Here are some of the Eighth Grade GA QCC/Performance Standards in Language Arts, Character Education and Fine Arts introduced when your students participate in a *Discovering Puppetry in Other Cultures* Workshop where they will construct a puppet of their own and tour the Center's Museum exhibits:

**Subject: Language Arts - Literature**

**Strand: Literature**

#29 – Standard: Responds creatively to literature (e.g. - drama, art, multi-media projects).

**Subject: Language Arts – Listening**

**Strand: Listening**

#14 – Standard: Follows oral directions and asks questions for clarification.

**Subject: Character Education**

**Strand: Respect for Others**

#11 – Topic: Respect for Others

Standard: Altruism: concern for and motivation to act for the welfare of others.

11.1 – Civility and cheerfulness: courtesy and politeness in action of speech.

11.3 – Courtesy and cooperation: recognition of mutual interdependence with others resulting in polite treatment and respect for them.

**Subject: Character Education**

**Strand: Respect for Self**

#15 – Topic: Respect for Self

Standard: Work Ethic: belief that work is good and that everyone who can, should work.

15.2 – Accomplishment: appreciation for completing a task

15.6 – Pride: dignity; self-respect; doing one's best.

15.8 – Creativity: exhibiting an entrepreneurial spirit; inventiveness; originality; not bound by the norm.

**Subject: Fine Arts**

**Strand: Visual Arts**

#3 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Uses art materials and tools.

#7 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Demonstrates proper care and safe use of art materials and tools.

#8 – Topic: Connections

Standard: Applies concepts and ideas from another discipline and its topics as sources of ideas or own artworks.

#14 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Expands and develops a personal position on aesthetics: What is aesthetics? Why do people create art? Why are certain objects considered art and others not considered art? How do we justify judgments about what is art? Must art be beautiful? Does art have to be functional? If it is in an art museum, is it art?

#19 – Topic: Historical and Cultural Context

Standard: Explains why artworks from technologically developed societies differ from those of primitive societies.

### **III. MUSEUM**

Here are some of the Eighth Grade GA QCC/Performance Standards met in Character Education, Social Studies and Fine Arts when your students tour our Special Exhibit Gallery and global puppetry Museum featuring the Center's permanent collection: *PUPPETS: The Power of Wonder*:

Subject: **Character Education**

Strand: Citizenship

#7 – Topic: Citizenship

Standard: Tolerance: the allowable deviation from a standard. Indulgence for beliefs or practices differing from or conflicting with one's own.

Subject: **Fine Arts**

Strand: Visual Arts

#12 – Topic: Critical analysis and Aesthetic Understanding

Standard: Differentiates between various media and techniques used to produce two- and three-dimensional artworks.

#14 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Expands and develops a personal position on aesthetics: What is aesthetics? Why do people create art? Why are certain objects considered art and others not considered art? How do we justify judgments about what is art? Must art be beautiful? Does art have to be functional? If it is in an art museum, is it art?

#19 – Topic: Historical and Cultural Context

Standard: Explains why artworks from technologically developed societies differ from those of primitive societies.

Subject: **Fine Arts**

Strand: Theatre Arts

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#20 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Identifies the costume, fashion, and make-up customs in past and present cultures and time periods.

#22 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Identifies well-known Georgians who have made valuable contributions to drama/theatre. (Georgia-born puppeteer Wayland Flowers. See *Madame* puppet on exhibit in Museum)

#24 – Topic: Connections  
Standard: Explores the relationships among theatre and other arts and dramatic media.

#25 – Topic: Connections  
Standard: Analyzes and explains common themes, content and structure among theatre and other disciplines.

#30 – Topic: Critical Analysis and Aesthetic Understanding  
Standard: Identifies universal themes in presentational and representational theatre.

Subject: **Social Studies**

Strand: Georgia Studies

#42 – Topic: Cultural Achievement  
Standard: Examines cultural achievements made by Georgians in such fields as art, music, literature, theater, motion pictures and television - past and present. (Georgia-born puppeteer Wayland Flowers. See *Madame* puppet on exhibit in Museum)