Georgia CTAE

Dramatic Writing (Film, Television, and Theatre I) (52.09200) (2018)

Write original dramatic arts literature for film, television, or theatre that convey a real or imagined experience. TAHSTL.CR.1	**a.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. TAHSTL.CR.1A
	b. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. TAHSTL.CR.1B
	c. Establish and maintain an appropriate style and objective tone TAHSTL.CR.1C
	d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. TAHSTL.CR.1D
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative TAHSTL.CR.1E
Develop scripts through theatrical techniques TAHSTL.CR.2	**a.** Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process. TAHSTL.CR.2A
	b. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. TAHSTL.CR.2B
	c. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. TAHSTL.CR.2C
Produce clear and concise writing that includes the conventions of standard En us	**a.** Examine and outline the steps and conventions involved in the creation of a theatre text TAHSTL.CR.3A
	b. Develop original texts using theatre techniques (e.g. improvisation, adapting non-theatre literature, playwriting exercises). TAHSTL.CR.3B

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	c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns TAHSTL.CR.3C
	d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims TAHSTL.CR.3D
	e. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic TAHSTL.CR.3E
	f. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts TAHSTL.CR.3F
	g. Use precise language and domain-specific vocabulary to manage the complexity of the topic TAHSTL.CR.3G
	h. Establish and maintain an appropriate style and objective tone. TAHSTL.CR.3H
	i. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. TAHSTL.CR.3I
	j. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. TAHSTL.CR.3J
	k. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. TAHSTL.CR.3K
	l. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience TAHSTL.CR.3L
	m. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically TAHSTL.CR.3M
Analyze and create characters in dramatic arts literature from the perspective of an actor/performer. TAHSTL.PR.1	**a.** Use performance (e.g., oration, improvisation, rehearsed monologues, scenes) to analyze a character's role and significance to the meaning of the play TAHSTL.PR.1A
	b. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source TAHSTL.PR.1B
	c. Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric TAHSTL.PR.1C

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Evaluate various aspects of dramatic arts literature using appropriate supporting evidence. TAHSTL.RE.1	**a.** Compare and summarize theatre literature from various historical periods, cultures, and styles. TAHSTL.RE.1A
	b. Develop and apply a set of comprehensive criteria for theatre text analysis. TAHSTL.RE.1B
	c. Compare and contrast theatre texts to live/film performance. TAHSTL.RE.1C
	d. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) TAHSTL.RE.1D
	e. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. TAHSTL.RE.1E
	f. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. TAHSTL.RE.1F
	g. Analyze the representation of a subject or a key scene in two or three different artistic mediums (e.g., the play The Boys Next Door and the movie "It's a Wonderful Life" and the television show "My So Called Life"), including what is emphasized or absent in each treatment. TAHSTL.RE.1G
	h. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). TAHSTL.RE.1H
Connect film, television, and theatre literature to its dramaturgical contexts and other disciplines TAHSTL.CN.1	**a.** Trace the development of theatre from earliest forms to contemporary forms TAHSTL.CN.1A
	b. Identify and summarize contributions made to the development of theatre literature by different cultures and traditions. TAHSTL.CN.1B
	c. Research and explain how cultural and historical factors have influenced playwrights and theatre literature. TAHSTL.CN.1C
	d. Identify the elements, influences, and contributions of other art forms and content areas to theatre literature TAHSTL.CN.1D
	e. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation TAHSTL.CN.1E
Skip to main content	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source,**

	answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and follow a standard format for citation TAHSTL.CN.1F
	g. Draw evidence from a variety of literary or informational texts of varying lengths and complexity to support analysis, reflection, and research. TAHSTL.CN.1G
	h. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. TAHSTL.CN.1H
Explore how writing for film, television, and theatre connects to careers and the entertainment industry. TAHSAF.CN.2	a. Examine multiple facets of the business of film, television and theatre. TAHSAF.CN.2A
	b. Examine and demonstrate the methods of pursuing various entertainment writing careers including submission techniques TAHSAF.CN.2B
	c. Recognize the unique contributions of contemporary and/or historical artists and art forms, including Georgia artists. TAHSAF.CN.2C
Examine the role of film in a societal, cultural, and historical contexts. TAHSAF.CN.3	a. Examine and apply theories, performances, and conventions from a variety of films, television, and theatre scripts from historical periods, and cultures. TAHSAF.CN.3A
Standards for Employability Skills TAHSAF.ES1	a. Demonstrate employability skills required by business and industry, i.e., communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. TAHSAF.ES1A
	b. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods, i.e., teamwork, problem solving, etiquette. TAHSAF.ES1B
	c. Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations, i.e., problem solving, customer service, application process, interviewing skills, job searching. TAHSAF.ES1C
	d. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity, i.e., workplace ethics, personal characteristics, employer expectations, business etiquette, communicating at work. TAHSAF.ES1D
	e. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills, i.e., expected work traits, teamwork, time management. TAHSAF.ES1E
	›resent a professional image through appearance, behavior, and language, i.e., ɔn-the-job etiquette, person-to-person etiquette, communication etiquette,

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presenting yourself TAHSAF.ES1F