

<p align="center"><b>California Content Standard Alignment</b>  <b>Hoopoe Teaching-Stories:</b>  <b><i>Fatima The Spinner and the Tent</i></b>  <b>Visual Arts</b>  <b>Grade Eight</b></p>		Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book– For Personal Response Journals	Drawing Parts of the Story (Visualization)	Developing Comprehension	Using Words and Phrases(Charades)	Developing Reflection and Analogical Thinking	Personal Response Journal	Fun with Weaving & Spinning	Determining Important Ideas	Fun with Maps	Dialogue Writing	Retelling with Puppets	Writing and Retelling	Creating Thoughtshots	Props for Readers’ Theater - Murals
<p><b><u>1.0 ARTISTIC PERCEPTION</u></b>  <b>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</b> Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p>																	
<p><b><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></b></p>																	
	1.1 Use artistic terms when describing the intent and content of works of art.			X						X		X		X			X
<p><b><i>Analyze Art Elements and Principles of Design</i></b></p>																	
⊕	1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.			X						X		X		X			X
	1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.																
<p><b><u>2.0 CREATIVE EXPRESSION</u></b>  <b>Creating, Performing, and Participating in the Visual Arts</b>          Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>																	
<p><b><i>Skills, Processes, Materials, and Tools</i></b></p>																	
	2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).																
	2.2 Design and create maquettes for three-dimensional sculptures.																
<p><b><i>Communication and Expression Through Original Works of Art</i></b></p>																	
	2.3 Create an original work of art, using film, photography, computer graphics, or video.																
⊕	2.4 Design and create an expressive figurative sculpture.													X			
	2.5 Select a medium to use to communicate a theme in a series of works of art.																

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	2.6 Design and create both additive and subtractive sculptures.									X				X			
	2.7 Design a work of public art appropriate to and reflecting a location.				X												
<p><b>3.0 HISTORICAL AND CULTURAL CONTEXT</b>  <b>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</b>            Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>																	
<i>Role and Development of the Visual Arts</i>																	
⊕	3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.																
⊕	3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.																
<i>Diversity of the Visual Arts</i>																	
	3.3 Identify major works of art created by women and describe the impact of those works on society at that time.																
	3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.				X												
<p><b>4.0 AESTHETIC VALUING</b>  <b>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</b> Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p>																	
<i>Derive Meaning</i>																	
	4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.				X												
	4.2 Develop a theory about the artist’s intent in a series of works of art, using reasoned statements to support personal opinions.																
	4.3 Construct an interpretation of a work of art based on the form and content of the work.				X												

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<b><i>Make Informed Judgments</i></b>																	
	4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.				X												
⊛	4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.				X												
	4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.				X												
<b><u>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</u></b> <b>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</b> Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.																	
<b><i>Connections and Applications</i></b>																	
	5.1 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.																
	5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.																
<b><i>Visual Literacy</i></b>																	
⊛	5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.																
<b><i>Careers and Career-Related Skills</i></b>																	
	5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.																

⊛ = KEY STANDARD

California Content Standard Alignment for Theatre Gr. 8 follows this section.

**California Content Standard  
Alignment  
Hoopoe Teaching-Stories:  
Fatima The Spinner and the Tent  
THEATRE  
Grade Eight**

	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book– For Personal Response Journals	Drawing Parts of the Story (Visualization)	Developing Comprehension	Using Words and Phrases(Charades) & Picture-ades)	Developing Reflection and Analogical Thinking	Personal Response Journal	Fun with Weaving & Spinning	Determining Important Ideas	Fun with Maps	Dialogue Writing	Retelling with Puppets	Writing and Retelling	Creating Thoughtshots	Props for Readers' Theater - Murals
<b>1.0 ARTISTIC PERCEPTION</b> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.						X							X			X
<b>Development of the Vocabulary of Theatre</b>																
1.1 Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.																
<b>Comprehension and Analysis of the Elements of Theatre</b>																
1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.																
1.3 Analyze the use of figurative language and imagery in dramatic texts.																
<b>2.0 CREATIVE EXPRESSION</b> Creating, Performing, and Participating in Theatre Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.						X							X			X
<b>Development of Theatrical Skills</b>																
2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.						X							X			X
<b>Creation/Invention in Theatre</b>																
2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.						X										
<b>3.0 HISTORICAL AND CULTURAL CONTEXT</b> Understanding the Historical Contributions and Cultural Dimensions of Theatre Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.																
<b>Role and Cultural Significance of Theatre</b>																
3.1 Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).																

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<b>History of Theatre</b>																
3.2 Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).																
<b>4.0 AESTHETIC VALUING</b> <b>Responding to, Analyzing, and Critiquing Theatrical Experiences</b> Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.																
<b>Critical Assessment of Theatre</b>																
4.1 Develop criteria and write a formal review of a theatrical production.																
<b>Derivation of Meaning from Works of Theatre</b>																
4.2 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.																
<b>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b> <b>Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</b> Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.																
<b>Connections and Applications</b>																
5.1 Use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.																
<b>Careers and Career-Related Skills</b>																
5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.																