

INSTRUCTIONAL MATERIALS
ADOPTION PUBLISHER:

Glencoe/McGraw-Hill

SUBJECT:

Theatre

SPECIFIC GRADE:

Grades 9-12

COURSE:

Theatre 3901 - Theatre I

TITLE:

The Stage and the School

COPYRIGHT DATE:

© 2005

SE ISBN:

978-0-078-61627-3

TE ISBN:

978-0-078-61628-0

GENERIC EVALUATION CRITERIA

Theatre I: 9-12

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
<u>X</u>	_____	_____	<p>I. INTER-ETHNICITY The instructional material meets the requirements of inter-ethnicity: concepts, content and illustrations as set by West Virginia Board of Education Policy (Adopted December 1970).</p>	
<u>X</u>	_____	_____	<p>II. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concepts, content, illustrations, heritage, roles, contributions, experiences and achievements of males and females in American and other cultures as set by West Virginia Board of Education Policy (Adopted May 1975).</p>	

**GROUP II – 2009-2015
Theatre I: 9-12**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	<i>I=In-depth</i>	<i>A=Adequate</i>	<i>M=Minimal</i>	<i>N=Nonexistent</i>	I		A		M		N

In addition to alignment of *Content Standards and Objectives* (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop

	A.	Learning Skills								
Thinking and Problem Solving: 59, 123, 294, 343, 373 Information and Communication: 295, 339, 343, 352, 373			<input type="checkbox"/> Thinking and Problem-Solving Skills. <input type="checkbox"/> Information and Communication Skills. <input type="checkbox"/> Interpersonal and Self-Direction Skills using the following 21 Century Tools							
	B.	21st Century Tools								
Problem-solving tools: 412, 415, 427, 435, 459 Communication, information processing and research tools: 444, 452, 465, 473, 474 Personal development tools: 444, 445, 474, 475, R31			<input type="checkbox"/> Problem-solving tools (such as spreadsheets, decision support, design tools) <input type="checkbox"/> Communication, information processing and research tools (such as word processing, e-mail, groupware, presentation, Web development, Internet search tools) <input type="checkbox"/> Personal development and productivity tools (such as e-learning, time management/calendar, collaboration tools)							
	C.	Lexile Framework								

The Lexile for <i>The Stage and The School</i> is 1160.		<input type="checkbox"/> Lexile measures <input type="checkbox"/> Resources for teachers, parents, and students to demonstrate how using Lexiles can improve student achievement.	
---	--	--	--

INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the combined general and specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

**2009-2015
Theatre 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

A. Multimedia

Teacher Manual: 11, 21, 30-31, 43-45, 58-59	1. offer appropriate multimedia (e.g., software, audio, visual, internet access) materials.	_____	_____	_____	_____
Teacher Manual: 11, 21, 30-31, 43-45, 58-59	2. provide a website which provides links to relevant sites as well as lesson plans, student activities and parent resources.	_____	_____	_____	_____
448-465, 466-473, 474-475 Teacher Manual: 11, 21,	3. integrate technology into the curriculum.	_____	_____	_____	_____

45, 59, 69

B. Scientifically-Based Research Strategies

110-111
Teacher
Manual: 54,
52-64, 102-
103, 110-111

1. provide explicit instructional strategies to present varied teaching models including but not limited to webbing, mapping, Venn diagrams and inverted pyramids.

22, 134-136,
157, 267, R28-
R31

2. promote writing skills and study techniques .

Teacher
Manual: 34, 54,
63-64, 66, 95

3. present varied teaching models with emphasis on differentiated instruction in content, process, and product.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	

C. Critical Thinking

14, 22, 107-108,
109, 530-534

1. emphasize questioning models to promote higher order thinking skills based on Bloom's Taxonomy.

60, 108, 157,
294, 560

2. promote student-generated responses.

_____	_____	_____	_____
_____	_____	_____	_____

D. Life Skills

266, 344, 430,
440-441, 500

1. address life skills (e.g., health related concepts, goal setting, application to career oriented goals, reference tools, and researching).

12, 98, 113-119,
158-160, 384-
385

2. address habits of mind activities (e.g., literacy skills, interpersonal communications, problem solving, and self-directional skills).

_____	_____	_____	_____
_____	_____	_____	_____

E. Classroom Management

17, 71, 125, 127, 157	1. include opportunities for large group, small group, and independent learning.	_____	_____	_____	_____
Teacher Manual: See all Motivating Activities. For example, 5, 13, 23, 33, 53	2. provide classroom management suggestions.	_____	_____	_____	_____
Teacher Manual: 6, 14, 15, 34, 72	3. provide suggestions for differentiated instruction (e.g., practice activities, learning stations, assessment, lesson plans).	_____	_____	_____	_____

F. Instructional Materials

16, 30, 31, 57, 124, 128, 144	1. address varied learning styles and multiple intelligences of students by including models.	_____	_____	_____	_____
21, 50, 59, 123, 127, 146	2. provide extensive and varied opportunities to practice skills.	_____	_____	_____	_____
162–246, R1–R27, R28–R32	3. provide intervention, practice, and enrichment materials.	_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N

138, 156, 530–534, 560	4. provide exemplars of critique and research-based writing.	_____	_____	_____	_____
21, 50, 59, 123, 127, 146	5. continue skill or strategy instruction across several instructional sessions to expand the applicability and utility of the skill or strategy.	_____	_____	_____	_____

23, 61, 95, 157,
267, 295

21, 50, 59, 123,
127, 146

6, 22, 266;
Teacher Manual
7, 10, 28

Teacher
Manual: See
Teach sections,
for example:
34–35, 54, 84–
86; Assess
sections, for
example 38–41,
65–67, 120–121

Teacher
Manual: See
Assess
sections, for
example 38–41,
65–67, 120–121

6. connect previously taught skills and strategies with new content and text.

7. cumulatively build a repertoire of multiple strategies that are introduced, applied, and integrated throughout the course of study.

G. Assessment

1. provide opportunities for assessment based on performance-based measures, open-ended questioning, portfolio evaluation, rubrics, and multimedia simulations.

2.

provide on-going progress monitoring.

3.

provide rubric-based differentiated assessment.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the combined general and specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

GROUP II – 2008-2014

Theatre I: 9-12

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	<i>I=In-depth</i>	<i>A=Adequate</i>	<i>M=Minimal</i>	<i>N=Nonexistent</i>	I		A		M	N

For student mastery of content standards and objectives, the instructional materials will

A Scriptwriting

- 1 Provide opportunities to adapt a variety of written materials for classroom performance (e.g. stories, children’s books, myths, folktales, fables, personal experiences, songs).

Student Edition:

140 #2, 255-264, R28-R31

Across the Curriculum

Activity 23, 157, 267, 295

Application Activities 21;

Application Activity 264

Focus on Scripts 22

Independent Activity 267, 583

Teacher Manual:

Activity 50
Final Activity
57

Student Edition:

140 #2, 255-264, R28-R31

Across the Curriculum
Activity 23,
157, 267, 295

Application
Activities 21;
Application
Activity 264

Focus on
Scripts 22

Independent
Activity 267,
583

Teacher Manual:

Across the Curriculum
Activity 56

Activity 50

Final Activity
57

Student Edition:

8-14, 44-49,
140 #2, 247-250

Application
Activities 21,

- 2 Provide opportunities to analyze the content of the material (e.g. stories, children’s books, myths, folktales, fables, personal experiences, songs) for dramatic elements including exposition, conflict, climax, resolution, character relationships, actions and obstacles.

- 3 Provide opportunities to experiment with stories to create a variety of theatrical forms (reader’s theatre, improvisation, tableau, pantomime).

50, 59

*Exercises 14,
17*

*Focus on
Scripts 22*

*Independent
Activity 582*

Teacher

Manual:

Activity 50

*Additional
Group*

*Pantomime
Exercises 16*

*Final Activity
57*

*Focus on
Scripts 9*

Student

Edition:

140 #2, 255-
264, R28-R31

*Across the
Curriculum
Activity 23,
157, 267, 295*

*Application
Activity 264*

*Focus on
Scripts 22*

*Independent
Activity 267,
582*

Teacher

4. Provide opportunities to rewrite stories to contain a simple plot structure and dialogue which demonstrate understanding of basic dramatic elements.

Manual:

Across the

Curriculum

Activity 56

Activity 50

Final Activity

57

B Acting

Student Edition:

102-106, 112-123, 130-131, 134-135, 137-150

Review
Workshop 157

Teacher Manual:

32-41

1 Provide a variety of examples and exercises to demonstrate the focus, concentration, observation and believable action necessary to sustain a character, improvisation or scene.

Student Edition:

70-81, 120-127, 130-131, 132-133, 140-150

Application
Activities 123, 127, 146

Exercises 14, 125, 133, 140, 142

Review
Workshop 157

Teacher Manual:

Final Activity
41

Motivating
Activity 33-34

2 Provide a variety of examples and exercises to experiment with a variety of ways to use the body and voice to react to actions and given situations (i.e. a child who has lost a favorite toy; an old man who is hungry but has no money) in

- a. solo,
- b. partner,
- c. group

improvisations and performances.

Student

3 Provide a variety of examples and exercises to create and

Edition:

140 #1, 162-180

Across the Curriculum Activities 157

Application Activities 21, 123

Exercises 14, 17, 140

Teacher

Manual:

Activity 1 35

Final Activity 41

Motivating Activity 33-34

Student

Edition:

102-105, 143-145, 276-277, 280-284, 288-293, 320-321, 551-553

Application Activity 87

Chart 275

Cooperative Learning Activity 295

Independent Activity 295

Teacher

Manual:

sustain believable characters who have internal and external qualities with wants, needs, objectives, and relationships in

- a. solo,
- b. partner,
- c. group

improvisations and performances.

4. Provide opportunities to discuss how style influences the creation of character.

*Additional
Activity 66
Cooperative
Learning
Activity 66
Motivating
Activity 62*

**Student
Edition:**

102-105, 143-
145, 276-277,
280-284, 288-
293, 320-321,
551-553

*Application
Activity 87*

Chart 275

*Cooperative
Learning
Activity 295*

*Independent
Activity 295*

**Teacher
Manual:**

*Additional
Activity 66*

*Cooperative
Learning
Activity 66*

*Motivating
Activity 62*

**Student
Edition:**

9, 16, 158-160

Focus on

5. Provide opportunities to discuss how genre influences the creation of character.

6

- Provide opportunities to communicate responsibly and respectfully in ensemble efforts and during critique.

*Audience
Behavior 528
Focus on
Collaboration
372*

C Designing and Producing

**Student
Edition:**

387-393, 398-
401, 416-422,
443, 448-449,
453-462, 472

*Application
Activity 387*

*Cooperative
Learning
Activity 295,
475*

*Independent
Activity 295*

**Teacher
Manual:**

*Cooperative
Learning
Activity 66*

*Final Activity
105-106*

*Motivating
Activity 91-92,
101-102*

1

Provide opportunities to recognize the ways in which technical elements contribute to the audiences' understanding and appreciation of a performance.

**Student
Edition:**

153-155, 388-
390, 414, 436

2

Provide opportunities to identify the basic technical elements of theatre.

Application
Activity 415,
436

Cooperative
Learning
Activity 445

Cue 388

Teacher
Manual:

Application
Activity, Page
415 102

Final Activity
105-106

Motivating
Activity 101-
102

Student Edition:

153-155, 388-390, 414, 436

Application Activity 415, 436

Cooperative Learning Activity 445

Cue 388

Teacher Manual:

Application Activity, Page 415 102

Final Activity 105-106

Motivating Activity 101-102

3.

Provide opportunities to explain how the constraints of physical space affect the use of the basic technical elements of theatre.

Student Edition:

274 #3, 275 #2, 414-415, R26

Across the Curriculum Activity 395

Application Activity 348 #2, 491, 579, 581

Cooperative

4.

Provide opportunities to examine a variety of dramatic texts for cultural clues and generate a list of production requirements.

*Learning
Activity 501
Cue 489
Independent
Activities 501,
583*
**Teacher
Manual:**
*Additional
Application
Activity 93
Application
Activity, Page
402 102*

**Student
Edition:**
274 #3, 275
#2, R26
*Across the
Curriculum
Activity 395
Application
Activity 348
#2, 491, 579,
581
Cooperative
Learning
Activity 501
Cue 489
Independent
Activities 501,
583*
**Teacher
Manual:**
*Additional
Application*

5.

Provide opportunities to examine a variety of dramatic texts for historical clues and generate a list of production requirements.

Activity 93
Application
Activity, Page
402 102

**Student
Edition:**

398-401, 416-
417, 421-422,
459-462

Application
Activity 402,
422, 459, 473,
486, 491

Cue 422, 443,
457

Independent
Activities 445

Review
Workshop
475, 501

**Teacher
Manual:**

Final Activity
113-114

Motivating
Activity 110

**Student
Edition:**

Application
Activity 473

Cue 422, 443,
457

Review
Workshop 475

6.

Provide opportunities to experiment with visual elements that convey environments (time, place) which support the text/story. (e.g. How can we use minimal scenery to convey a location? What costume pieces might help the audience understand the status of a character? What kind of lighting will suggest dawn?)

7. Provide opportunities to experiment with aural elements that convey environments (time, place) which support the text/story. (e.g. What sounds might help the audience imagine the location in a scene?)

**Student
Edition:**

423-441, 446-
473, 476-499,
502-527, R26

*Across the
Curriculum
Activity 445*

*Application
Activity 431,
435, 436, 452,
465, 491, 526*

*Cooperative
Learning
Activity 445*

Cue 435, 480

*Focus on
Safety 444*

*Review
Workshop
475, 501, 529*

**Teacher
Manual:**

*Final Activity
105-106, 113-
114, 129*

**Student
Edition:**

423-441, 446-
473, 476-499,
502-527, R26

*Across the
Curriculum
Activity 445*

8. Provide opportunities to demonstrate technical vocabulary to collaboratively and safely solve the problems of
- a. creating functional scenery,
 - b. properties,
 - c. lighting,
 - d. sound,
 - e. costumes,
 - f. makeup.

9. Provide opportunities to demonstrate technical knowledge to collaboratively and safely solve the problems of
- a. creating functional scenery,
 - b. properties,
 - c. lighting,
 - d. sound,
 - e. costumes,
 - f. makeup.
-

Application
Activity 431,
435, 436, 452,
465, 491, 526

Cooperative
Learning
Activity 445

Cue 435, 480

Focus on
Safety 444

Review
Workshop
475, 501, 529

Teacher
Manual:

Final Activity
105-106, 113-
114, 129

Student
Edition:

423-441, 446-
473, 476-499,
502-527, R26

Across the
Curriculum
Activity 445

Application
Activity 431,
435, 436, 452,
465, 491, 526

Cooperative
Learning
Activity 445

Cue 435, 480

Focus on
Safety 444

10. Provide opportunities to demonstrate technical skills to collaboratively and safely solve the problems of
- a. creating functional scenery,
 - b. properties,
 - c. lighting,
 - d. sound,
 - e. costumes,
 - f. makeup.
-
-
-
-

*Review
Workshop*
475, 501, 529

**Teacher
Manual:**

Final Activity
105-106, 113-
114, 129

**Student
Edition:**

339-348, 378-
381

*Across the
Curriculum
Activity 373*

*Application
Activities 343,
348, 381*

*Chart 342-
343, 345, 368*

*Cooperative
Learning
Activity 373*

**Teacher
Manual:**

Final Activity
88

*Motivating
Activity 84*

**Student
Edition:**

332-352, 356-
371, 381

*Application
Activities 339,*

11. Provide examples of
- a. coherent stage management plans
 - b. promotional plans
 - c. business plans

12. Provide opportunities to articulate how each position in the production team hierarchy contributes to the production process.

348

Chart 342, 368

Cue 336

Teacher Manual:

Discussing Ideas #2 131

Motivating Activity 84

Student Edition:

150-151, 154, 334-337, 344-352, 356-371, 381, 533

Application Activities 246 #1

Focus on Community Theater 266

Teacher Manual:

Discussing Ideas #2 131

Final Activity 88

Student Edition:

150-151, 154, 334-337, 344-352, 356-371, 381, 533

D Directing

- 1 Provide opportunities to identify the role of the director.
- 2 Provide opportunities to identify the responsibilities of the director.

*Application
Activities 246
#1*

*Focus on
Community
Theater 266*

**Teacher
Manual:**

*Discussing
Ideas #2 131*

*Final Activity
88*

**Student
Edition:**

83, 106-109,
345-347, R24

*Across the
Curriculum
Activity 267*

*Application
Activity 264,
387*

*Cooperative
Learning
Activity 267*

*Focus on
Dramatic
Texts 294*

*Tips for
Reading
Scripts R3*

**Teacher
Manual:**

Teach 48

Student

3. Provide opportunities to analyze texts for possible meanings.

4. Provide opportunities to research selections related to

Edition:

288-293, 296-325, R24

Across the Curriculum Activity 295, 327

Application Activities 274 #3, 275 #2, 569 #2

Application Activity 293, 304, 311

Teacher Manual:

Final Activity 57, 75

Motivating Activity 71

- a. historical,
 - b. cultural,
 - c. social
- context of a play.

Student Edition:

150, 154, 334-336, 345-346, 349, 359-370, 381, 533

Focus on Community Theater 266

Teacher Manual:

Discussing Ideas 131 #2

Final Activity 88

5. Provide opportunities to articulate how the director's concept affects the approach to and outcome of a scene or play.

Student Edition:

150, 154, 334-336, 345-346, 349, 359-370, 381, 533

Focus on Community Theater 266

Teacher Manual:

Discussing Ideas 131 #2
Final Activity 88

6. Provide opportunities to articulate how the director's artistic choices affect the approach to and outcome of a scene or play.

Student Edition:

9-10, 49, 83, 106-109, 345-347, R24

Across the Curriculum Activity 267

Application Activities 59, 569 #1

Application Activity 264, 387, 579

Cooperative Learning Activity 267, 295

Focus on Dramatic Texts 294

7. Provide opportunities to demonstrate possible interpretations for text (improvisations, scenes, plays) using a variety of techniques such as discussion, stage pictures, tableaux, and pantomime.

*Independent
Activity 295*

*Tips for
Reading
Scripts R3*

**Teacher
Manual:**
Teach 48

**Student
Edition:**

99-101, 334-
336

*Application
Activities 101,
246 #1*

*Cooperative
Learning
Activities 157,
395*

Cue 15

*Focus on
Community
Theater 266*

**Teacher
Manual:**

*Application
Activities,
Page 101 34*

**Student
Edition:**

99-101, 334-
336

*Application
Activities 101,
246 #1*

8. Provide opportunities to apply the vocabulary of directing while discussing directorial choices with a small ensemble for improvised or scripted scenes.

9. Provide opportunities to apply the vocabulary of staging while discussing directorial choices with a small ensemble for improvised or scripted scenes.

Cooperative Learning Activities 157, 395

Cue 15

Focus on Community Theater 266

Teacher Manual:

Application Activities, Page 101 34

Student Edition:

99-101, 334-336

Application Activities 101, 246 #1

Cooperative Learning Activities 157, 395

Cue 15

Focus on Community Theater 266

Teacher Manual:

Application Activities, Page 101 34

-
10. Provide opportunities to apply the vocabulary of acting while discussing directorial choices with a small ensemble for improvised or scripted scenes.

Student Edition:

11. Provide opportunities to practice respect, sensitivity and leadership in ensemble activities.

9, 16, 158-160

*Focus On
Audience
Behavior* 528

*Focus on
Collaboration*
372

E Making Meaning through Connections

1

**Student
Edition:**

562-581

*Application
Activities* 569
#1, 574 #1

*Application
Activity* 566,
572, 579, 581

*Focus on the
Arts* 582

*Review
Workshop* 583

**Teacher
Manual:**

Final Activity
148

*Motivating
Activity* 144-
145

Provide opportunities to research how the other art forms are used to enhance the expression of ideas in a theatre production.

**Student
Edition:**

562-581

*Application
Activities* 569
#1, 574 #1

2. Provide opportunities to research how the other art forms are used to enhance the expression of emotions in a theatre production.

*Application
Activity 566,
572, 579, 581*

*Focus on the
Arts 582*

*Review
Workshop 583*

**Teacher
Manual:**

*Final Activity
148*

*Motivating
Activity 144-
145*

**Student
Edition:**

*280-282, 296-
325*

*Across the
Curriculum
Activity 327*

*Application
Activity 293,
304*

**Teacher
Manual:**

*Across the
Curriculum
Activity 75*

**Student
Edition:**

296-325

*Across the
Curriculum
Activity 327*

3. Provide opportunities to identify the origins and historical uses of theatre as popular entertainment within Western and non-Western cultures.

4. Provide opportunities to identify the origins and historical uses of theatre as ritual within Western and non-Western cultures.

*Application
Activity 293,
304*

**Teacher
Manual:**

*Across the
Curriculum
Activity 75*

**Student
Edition:**

254-255, 270-
275, 288-293,
296-325, 403-
405

*Across the
Curriculum
Activity 327*

*Application
Activities 274
#3, 275 #2*

*Application
Activity 293,
304*

Cue 284

**Teacher
Manual:**

*Final Activity
75*

*Motivating
Activity 71*

**Student
Edition:**

161-245, 309-
311, 322-325,
R1-R27

5. Provide opportunities to research the development of dramatic forms, production practices and theatrical traditions across

- a. cultures
- b. historical periods.

6. Provide opportunities to research and discuss the lives, works, and influence of representative theatre artists in various

- a. cultures
- b. historical periods.

*Application
Activities 246
#2-#3*

*Application
Activity 293*

*Cooperative
Learning
Activity 267*

**Teacher
Manual:**

*Assess 72 #3,
73 #9*

*Final Activity
75*

*Motivating
Activity 71*

**Student
Edition:**

*288-293, 296-
325, R24*

*Across the
Curriculum
Activity 295*

*Application
Activities 274
#3, 569 #2*

**Teacher
Manual:**

*Final Activity
57, 75*

**Student
Edition:**

288-293, 296-

7. Provide opportunities to explore cultural clues in dramatic texts and determine the practicality of the information to assist in making artistic choices for use in
- a. informal
 - b. formal
- productions.

8. Provide opportunities to explore historical clues in dramatic texts and determine the practicality of the information to assist in making artistic choices for use in
- a. informal

325, R24
Across the Curriculum
Activity 295
Application
Activities 274
#3, 569 #2
Teacher Manual:
Final Activity
57, 75

b. formal productions.

Student Edition:
288-293, 296-325, R24
Across the Curriculum
Activity 295
Application
Activities 274
#3, 569 #2
Teacher Manual:
Final Activity
57, 75

9. Provide opportunities to explore symbolic clues in dramatic texts and determine the practicality of the information to assist in making artistic choices for use in
- a. informal productions.
 - b. formal productions.

Student Edition:
Focus on Choreography
60
Focus on Community

10. Provide opportunities to explore the range of theatre careers including performance, production, technical theatre, teaching and supporting occupations.

Theatre 266
*Focus on
Criticism* 560
*Focus on
Music* 394
*Focus on
Period
Clothing* 500
*Focus on
Radio* 94
*Focus on
Stage
Technicians*
474

**Teacher
Manual:**

*Exploring
Careers* 28, 94
*Focus on
Stage
Technicians*
112

**Student
Edition:**

530-534, 555-
559
*Application
Activities* 559
*Focus on
Criticism* 560
*Focus on
Evaluating
Theater* 156
*Focus on
Theater and
American*

11. Provide opportunities to develop personal aesthetic criteria for critiquing dramatic texts and performances.
-
-
-
-

Society 326

**Teacher
Manual:**

*Focus on
Criticism 138*

F. Assessment

- 1 Provide a variety of formative and summative assessment tools (examples: performance rubrics check lists, objective tests, writing prompts, constructive response, etc.).
-

_____	_____	_____	_____
_____	_____	_____	_____