



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Usability

Overall usability rating of the instructional material: VERY GOOD ALIGNMENT

Comments: I think overall, the textbook is a solid resource for the course. Even in its weakest areas, teachers can always find other reliable and applicable activities to meet standards.

These materials are most suitable for a high school course or for a designated arts middle school that has the facilities and resources to support learning and demonstrating the technical theater components.

Notation: These materials are most suitable for a high school course or for a designated arts middle school that has the facilities and resources to support learning and demonstrating the technical theater components.

Material for Review

Course: Theatre 1 (0400310)

Title: Basic Drama Projects , Edition: 9

Copyright: 2015

Author: Fran Averett Tanner

Grade Level: 9 - 12

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Music, Dance, Theatre, Visual Art K-12 Specifications Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and

Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is aligned with the state benchmarks for high school grades. Each benchmark is written out and correlated to the national theater standard, and lessons where benchmark is addressed are clearly illustrated.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I have personally been using an older edition of the Drama Projects books for the last 8 years, so I am familiar with the content; it is written to the correct skill level of standards and benchmarks.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes, the materials are adaptable and user friendly in the classroom. The way the specs are displayed at the beginning of the chapters allows the teacher to decide if the classroom resources allow for the use of particular chapters.

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The materials--from the "On your feet" exercises to the final project--allow for the students to understand the significance of the topics. There are many "then and now" type of resources in the text, so students can see the history of topics and understand the evolution and significance.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I believe the level of complexity matches the standards, and the text allows for students to understand the requirement to meet the standards

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I believe the level of complexity of the content matches a range student levels. The text is written in such a way that the beginning-intermediate theater student can understand and participate with success, while the more advanced students can take advantage of the extension projects

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are so many choices a teacher can make with this content! With such a wide variety of exercises and projects, students will be able to meet the standards within the year long time allotted for teaching the content

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Acknowledges page is documentation of the expert information in the materials

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

The material is representative of the discipline. The chapters are designed to give students experience with the varied aspects of this discipline--again, in the Then and Now pages are a quick way for students to see the models and evolution of the discipline.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

With an array of contributors and experts in the field of theater, the editors have done their best to see that the material is factual and accurate.

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

The text is as current as can be, with 2015 being publishing date.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

There are various types of delivery of the content information--from the language of theater, visual clues, and career focus information--so there is relevance between the curriculum, standards, benchmarks and the content.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

There are various types of delivery of the content information--from the language of theater, visual clues, and career focus information--that all learners should see relevance.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Particularly with the Career Focus included, students can see that theater is a viable career choice. In addition, many students will recognize the examples and images of actors/shows from their own viewing experiences of movies, tv, etc.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

I think there's a great number of opportunities for students to connect with other disciplines as dramatic play inherently uses social skills, critical thinking, etc.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

With the addition of the Cultural Heritage, and the inclusion of a variety of excerpts from a diverse group of playwrights, the content includes fair and unbiased selections.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

There is no incidence of anyone's values being treated in a way other than humanely.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

The Correlation of instructional material and course standards clearly indicates that the standards and benchmarks are covered

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Yes! I know this from working with previous editions of the text

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The text is divided into logical areas of study so that a teacher doesn't have to move chronologically; a teacher can move easily within the material.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Yes, the language of theater areas within the chapters as well as the images used in the material, and the spotlight on areas are all engaging.

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The way the material is arranged with the preview, prepare, present, critique breaks the project (chapters) into manageable chunks for students to understand.

Accessibility 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The language of theater boxes will be beneficial for ELL students. According to the UDL, the online version offers study tools such as highlighters and note taking tools, assistive technology software can also be running in the background (text to speech, magnification) and the National Instructional Materials Access Center has student editions available for any student with an IEP who can't access digital materials and requires paper materials

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Overall, the print version of the text satisfies requirements of this element (presentation); the only area lacking is the technology component that would allow for a more comprehensive experience of the text by students who require more assistance and support interacting with the material.

Learning

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A. Motivational Strategies 1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

I think the variety of topics and projects adds to learner motivation. The chunking nature of each chapter also helps with motivation.

B. Teaching a Few "Big Ideas" 2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The text is divided into nine units, and each chapter focuses on an element within that particular unit topic. As the students preview, prepare, present, and learn how to give and take corrective criticism, they are able to learn key ideas and concepts.

C. Explicit Instruction 3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The project specifications box lists this in each chapter. Students know exactly what is expected of them at the start of the chapter.

D. Guidance and Support 4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The progression of each project--preview, prepare, present, allows for students to successfully complete each task so they build on success and move to the next step. The additional projects are also a tool for support of students success.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Safety Tips page that address basic tool and shop safety. Also, the Additional Projects page at the end of each chapter allows for differentiation of student skill level. In addition, teachers can utilize the resource binder activities as a differentiation tool.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes, the materials engage the physical and mental activity of students during the learning process. There is the On Your Feet exercise at the beginning of the chapter, and then the students preview, prepare, present, and learn how to give and take corrective criticism.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The additional projects activities are at the end of each chapter, and they are varied in scope for differing learning styles, but they are all logical extensions of content, goals, and objectives.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

and the teacher resource binder and the teacher's edition offer strategies to assist in teaching the outcomes. The language of theater is also targeted to ELL students.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter lists the desired objectives; and the teacher resource binder and the teacher's edition offer strategies to assist in teaching the outcomes.

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter is aligned to specific objectives and standards--in the resource book the chapters standards are clearly matched with the page numbers in the student book. The assessments correlate to the learning outcomes.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter has a project and there is a written assessment for chapter, so students can demonstrate the learning outcomes in several ways.

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is a text that has been around awhile, and the new edition is just an improvement and update of information on an already well written text.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Absolutely! I see no weakness in the materials as an instructional text for middle and high school.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **LAFS.910.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content this standard covers is a level 3 DOK

2. **LAFS.910.L.3.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

level 2

3. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

ELL learners are offered the instruction with support. Level 2DOK

4. **LAFS.910.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content complexity for this standard reflects a level 3; although the written correlation has only one textbook page aligned to this standard, there are many instances within the "additional projects activities" assignment when this standard can be met.

5. **LAFS.910.RL.2.5:** 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.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content complexity for this standard reflects a level 3; the chapters on The Playwright, The Director & Producer, Television, and Electronic Media all offer the student opportunities to meet the standard

6. **LAFS.910.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This standard typically has a complexity level of 1 or 2; basic recall, determining the correct usage and meaning of academic vocabulary can all be assessed through Chapter and unit assessment; mastery of the standard can also be observed by the teacher.

7. **LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content complexity for this standard reflects a level 4; the chapter Electronic Media is tied specifically to the standard.

8. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Critiquing/evaluating are activities that are on the three or 4 complexity level of the DOK; this skill is learned early in the course and repeated throughout. Students have many opportunities to demonstrate mastery of the standard.

9. **LAFS.910.SL.2.4:** 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.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This standard has a complexity level of 3; beginning in chapter 1, students will learn and have opportunities to can and demonstrate mastery.

10. **LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

DOK is 3; there are 13 direct correlations between the standard and the content of this text;

11. **MU.912.S.3.4:** Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The DOK level is 3-4; The chapter Cast, and the acting section of the student handbook are directly tied to the standard; the assessment for the Cast chapter is one opportunity to show mastery.

12. **PE.912.C.2.3:** Analyze the movement performance of self and others.

Remarks/Examples:

Some examples are video analysis and checklist.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

DOK level is a 4 (analyzing, critiquing); the content is complex and the standard is tied directly to no less than 5 chapters, but there are also many opportunities to build in this standard

13. **PE.912.M.1.5:** Apply strategies for self-improvement based on individual strengths and needs.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

14. **PE.912.M.1.8:** Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

15. **TH.912.C.1.2:** Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

Remarks/Examples:

e.g., physical, vocal, emotional

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

DOK--level 4--chapters 10 & 11 are specifically aligned with this standard, and the activities are complex

16. **TH.912.C.1.3:** Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This standard is one that can be applied to many activities, and the DOK is a 3, formulating a response, and although there limited correlations noted, the opportunities to master this standard are not limited only to these.

17. **TH.912.C.2.1:** Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Drawing conclusions, develop logical arguments--these are level 3 DOK--strategic thinking. Although there are only two or three areas where this standard is tied specifically, many opportunities exist to demonstrate mastery of the standard

18. **TH.912.C.2.5:** Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Analyzing-- level 4 DOK--analyze and apply concepts of how to refine skills--

19. **TH.912.C.2.7:** Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

there are countless opportunities for students to demonstrate this standard--it's specifically address early in the text, and it is a level 3-4 DOK

20. **TH.912.C.2.8:** Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Remarks/Examples:

e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Similar to number 19, the DOK is a 4 and requires extended thinking

21. **TH.912.C.3.1:** Explore commonalities between works of theatre and other performance media.

Remarks/Examples:

e.g., dance, mime, movies, street theatre, poetry reading

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Exploring and comparing the works of theater and other performance media is a level 3 DOK, strategic thinking, and there are 4 sections directly tied to the standard

22. **TH.912.C.3.3:** Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Synthesize research, analyze and use imagination--DOK 4

23. **TH.912.F.1.1:** Synthesize research, analysis, and imagination to create believable characters and settings..

Remarks/Examples:

e.g., scenery, costumes, props

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

this standard is tied to five chapters of the text, so there are many opportunities for mastery. DOK 4

24. **TH.912.F.1.2:** Solve short conflict-driven scenarios through improvisation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Level 3 DOK using concepts to solve non-routine problems

25. **TH.912.F.2.2:** Assess the skills needed for theatre-related jobs in the community to support career selection.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

DOK level 3--

26. **TH.912.F.3.3:** Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and

productions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This DOK is 4--complexity level of of the content is at its highest as these skills are the heart of the discipline.

27. **TH.912.F.3.4:** Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

Remarks/Examples:

e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

DOK 2--relating drama play participation to life skills used in other areas

28. **TH.912.F.3.5:** Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.

Remarks/Examples:

e.g., script-writing, set design, costume design

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

29. **TH.912.H.1.1:** Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

30. **TH.912.H.1.2:** Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

31. **TH.912.H.1.5:** Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

32. **TH.912.H.2.2:** Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

33. **TH.912.H.2.6:** Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

34. **TH.912.H.3.3:** Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

Remarks/Examples:

e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

35. **TH.912.H.3.5:** Explain how the social interactions of daily life are manifested in theatre.

Remarks/Examples:

e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

36. **TH.912.O.1.1:** Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

Remarks/Examples:

e.g., beats, actions, subtext

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

37. **TH.912.O.1.3:** Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

38. **TH.912.O.2.4:** Construct and perform a pantomime of a complete story, showing a full character arc.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

39. **TH.912.O.2.8:** Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

40. **TH.912.O.3.2:** Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.

Remarks/Examples:

e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

41. **TH.912.S.1.1:** Describe the interactive effect of audience members and actors on performances.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

42. **TH.912.S.1.6:** Respond appropriately to directorial choices for improvised and scripted scenes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

43. **TH.912.S.2.2:** Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

Remarks/Examples:

e.g., tools, ladders, paint, sewing machines, dyes, cosmetics

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

44. **TH.912.S.2.3:** Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

Remarks/Examples:

e.g., relationships, wants, needs, motivations

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

45. **TH.912.S.2.4:** Sustain a character or follow technical cues in a production piece to show focus.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

46. **TH.912.S.2.8:** Strengthen acting skills by engaging in theatre games and improvisations

Remarks/Examples:

e.g., concentration, observation, imagination, sense memory, listening, reacting

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

47. **TH.912.S.3.2:** Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
DOK 4--

48. **TH.912.S.3.3:** Develop acting skills and techniques in the rehearsal process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
DOK 2-3

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