



**Curriculum Program for  
Arts and Literacy, PreK-12**

**By Jonas Basom**

**DRAMA**<sup>™</sup>  
**Education Network**  
**[www.DramaEd.net](http://www.DramaEd.net)**

P.O. Box 4659  
Culver City, CA 90231  
(310) 289-4410 phone/fax  
866-88-DRAMA toll free  
orders@DramaEd.net

Products | Staff Development | Arts & Literacy | PreK-College

**Standards Correlations**  
**Arizona**

**Arizona Theatre Standards**

**Free download (PDF) online**  
**[www.DramaEd.net/supplements.htm](http://www.DramaEd.net/supplements.htm)**

Copyright © 2009 J. Basom and Drama Education Network

## BACKGROUND

### Why Create this Supplement?

The Drama Game File is a standards-based curriculum program. The Arts Standards section on the CD-ROM teaches the user how to connect the games and techniques of the program to content standards for theatre, the other arts, and other academic subject areas. Be sure to read this section in addition to using this supplement.

The specific standards used on the CD-ROM come from the national and California state theatre arts standards. To further assist teachers and administrators, we have created a free supplement that correlates The Drama Game File to a state's adopted theatre arts content standards. The supplement lists the sections from the CD-ROM that can be used to teach specific theatre arts standards in grades K-12. Download and print the free supplement, then store it in the rear pocket of your Companion Notebook.

### About The Drama Game File

This comprehensive curriculum program is designed for use by teachers in grades preschool through high school for arts education and literacy development. The three components to the full kit are: *2<sup>nd</sup> Edition CD-ROM*. Contains the complete curriculum (equal to a 500-page teacher's manual.) User prints as needed.

*Companion Notebook*. Contains the 210 printable pages from the CD-ROM with 10 plastic tabs and bonus material in a durable and portable coil-bound book. For use with the CD-ROM.

*The Character Cards Box Set*. 644 flash cards from the CD-ROM to use as creative inspiration during the games. Produced as durable 3x5 playing cards in a portable box with tabs and 50 activity ideas for arts and literacy.

For product details and special offers, visit us online at [www.DramaEd.net](http://www.DramaEd.net).

### About the Arizona Theatre Arts Content Standards

The content standards for theatre used in this supplement come from the Arizona Theatre Arts Standards published by the Arizona Department of Education. Learn more online at

[www.ade.az.gov/standards/arts/revised/](http://www.ade.az.gov/standards/arts/revised/)

## INSTRUCTIONS

### How to Use this Supplement

Insert the 2<sup>nd</sup> Edition CD-ROM into your computer and follow instructions until the Welcome page is displayed. Click on Table of Contents. You are now ready to use this supplement to connect your theatre standards to our curriculum program. Remember that you may need to pull standards from different grade levels than yours to match your students' abilities and needs (e.g., 4th grade students new to theatre may need to start with PreK-2 standards.)

*Content Strands and Concepts (pgs. 3-4)*: These are the three strands and five concepts of study in the arts that apply to all grade levels in Arizona. Use the listed pages on the CD-ROM to find material applicable to each strand across a range of grade levels.

*Grade Level Content Standards*: This supplement includes only those standards that can be taught with our curriculum. The shorthand number for each standard is noted on the far left.

*Links Pathway*: The left column lists a grade level standard, while the right column lists the pathway(s) to find appropriate material on the CD-ROM. Find and click the first link listed. Click each link in the order listed from left to right until you reach the final link, where you will find material that helps teach that standard. Follow links on that CD-ROM page to additional material that will also help teach that standard. There are hundreds of links and pathways to related material throughout the CD-ROM.

*Navigation tip*: scroll to the bottom on any page and you will find a quick link back to the Table of Contents.

*Book and Cards*: The far right columns show if the grade level benchmark can also be taught by using the book (Companion Notebook) and/or cards (The Character Cards Box Set) products that are part of the complete kit for The Drama Game File.

### Legal Disclaimer

This document is the copyrighted property of Drama Education Network. Permission is granted to copy and distribute this document as long as content is not altered in any way.

# Standards Correlations for Arizona

## Arizona Theatre Arts Standards

3 STRANDS (For all grade levels)	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
<p><b>STRAND 1: CREATE</b> The processes and experiences developed related to theatre.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> to find 101 games for creative expression indexed by more than 70 different topics.</li> <li>• <a href="#">Teaching Strategies</a> &gt; <a href="#">Classroom Management</a> to learn how to create an environment of physical and emotional safety for all students to succeed in drama.</li> <li>• <a href="#">Teaching Strategies</a> &gt; <a href="#">Dealing With Unique Personalities</a> for ideas on how to identify and work with shy, show-off, and disruptive students.</li> <li>• <a href="#">Teaching Strategies</a> to learn how to plan and lead lessons for more creative expression.</li> <li>• <a href="#">Drama Skills</a> to practice and learn the elements of creative expression in theatre.</li> <li>• <a href="#">Teaching Strategies</a> &gt; <a href="#">Ideas for Using the Games</a> for detailed ideas on how to meet arts and literacy objectives.</li> <li>• <a href="#">Character Cards</a> to encourage a wider range of expression and detail for character acting.</li> </ul>
<p><b>STRAND 2: RELATE</b> How the human experience influences and is influenced by theatre.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Philosophy</a> &gt; <a href="#">Rationale, Benefits, and Skills</a> to learn about how participation in drama affects the physical, emotional, cognitive, and social development of human beings.</li> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> for definitions of theatre history vocabulary.</li> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a> for examples of processing, reviewing, and reflecting with the games.</li> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> &gt; <a href="#">Vocabulary Cards</a> for quick-pick ideas of theatre history genres. Use these genres for acting challenges and to review theatre history elements studied in class.</li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Content Areas</a> &gt; <a href="#">Social Studies</a> for ideas on acting out elements of culture and history.</li> </ul>
<p><b>STRAND 3: EVALUATE</b> The informal and formal reflection and critical analysis to address and assess the qualities of theatre.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> for theatre vocabulary to use in analyzing theatrical experiences.</li> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a> for examples of leading reflection and review with drama games.</li> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a> &gt; <a href="#">Constructive Feedback</a> poster to teach students how to give supportive and specific comments using theatre terms.</li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Skills</a> &gt; <a href="#">Aesthetic Appreciation</a> for games easily performed in front of peers.</li> <li>• <a href="#">Teaching Strategies</a> &gt; <a href="#">Teaching Audience Etiquette</a> for tips on how to develop respectful audience behavior.</li> <li>• <a href="#">Keys to Success</a> &gt; <a href="#">Assessment</a> to create a performance rubric for evaluation of theatrical sharings.</li> </ul>

# Standards Correlations for Arizona

## Arizona Theatre Arts Standards

5 CONCEPTS (For all grade levels)	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
<p><b>CONCEPT 1: COLLABORATION</b> Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to reach a consensus that forms theatrical art.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> ➤ <a href="#">Cooperation/Collaboration</a> for games exploring partner and small group creative collaboration and cooperation.</li> </ul>
<p><b>CONCEPT 2: ACTING</b> Acting is the process and art of representing a character in the classroom, on stage, or in other media.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> to find 101 games for creative expression indexed by more than 70 different topics.</li> <li>• <a href="#">Teaching Strategies</a> ➤ <a href="#">Classroom Management</a> to learn how to create an environment of physical and emotional safety for all students to succeed in drama.</li> <li>• <a href="#">Teaching Strategies</a> to learn how to plan and lead lessons for more creative expression.</li> <li>• <a href="#">Character Cards</a> to encourage a wider range of expression and detail for character acting.</li> </ul>
<p><b>CONCEPT 3: THEATRE TECHNOLOGY AND DESIGN</b> Theatre technology uses craft skills, knowledge of design, equipment, and materials to construct the elements necessary for the visual and aural aspects of production that serve the script and the action.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary and tips on teaching terminology.</li> </ul>
<p><b>CONCEPT 4: PLAYWRITING</b> Playwriting is the process of conceptualizing, devising, improvising, developing, writing, and revising original written work for the stage and other media.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Playwriting</a> for games exploring story elements.</li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Improvisation</a> and <a href="#">Storytelling</a> for games that improve students' understanding of characters, conflicts, settings, and plot development.</li> <li>• <a href="#">Character Cards</a> for starting ideas for characters, settings, and actions for student-written plays.</li> </ul>
<p><b>CONCEPT 5: DIRECTING</b> Directing is the process of conceptualizing, organizing, and leading a collaborative process with the intent of performance.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Directing</a> for games exploring staging and imagery concepts.</li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Characterization</a> for games exploring creating characters which help directors better understand characters and actors.</li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Improvisation</a> and <a href="#">Storytelling</a> for games that improve students' understanding of characters, conflicts, settings, and plot development.</li> </ul>

# Standards Correlations for Arizona Arizona Theatre Arts Standards

<b>Beginning Theatre STRAND 1: CREATE</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
<b>CONCEPT 1: COLLABORATION</b>				
PO 101	Demonstrate respect for others' opinions by respectfully listening while ideas are articulated.	• <a href="#">Teaching Strategies</a> > <a href="#">Classroom Management</a> > <a href="#">Drama Rules</a>	✓	
PO 102	Cooperate in the dramatic process.	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Cooperation/Collaboration</a>	✓	✓
PO 103	Demonstrate the ability to collaborate while coming to consensus in the dramatic process.	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Cooperation/Collaboration</a>	✓	✓
PO 104	Follow established theatre safety rules.	• <a href="#">Teaching Strategies</a> > <a href="#">Classroom Management</a> > <a href="#">Drama Rules</a>	✓	
<b>CONCEPT 2: ACTING</b>				
PO 101	Imagine and describe characters, their relationships, what they want and why (e.g., through variations of movement and gesture, vocal pitch, volume, and tempo).	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization</a> • <a href="#">Character Cards</a>	✓	✓
PO 102	Sustain a scene using appropriate language or movement with the teacher role-playing or giving clues (e.g., from literature or students' personal experiences).	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a>	✓	✓
PO 104	Describe or illustrate recalled sensory experiences.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Sensory Awareness</a>	✓	✓
PO 105	Work cooperatively and follow established safety rules.	• <a href="#">Teaching Strategies</a> > <a href="#">Classroom Management</a> > <a href="#">Drama Rules</a>	✓	
<b>CONCEPT 3: THEATRE TECHNOLOGY AND DESIGN</b>				
PO 101	Describe and/or document the setting/environment of a story to be dramatized (e.g., through words, drawings, technical elements).	• <a href="#">Index of Games</a> > <a href="#">Imagination</a> > <a href="#">Imaginary Journey</a>	✓	✓

# Standards Correlations for Arizona Arizona Theatre Arts Standards

<b>Beginning Theatre STRAND 1: CREATE (con.)</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	Book	Cards
PO 102	Establish a playing space and an audience space.	• <a href="#">Welcome</a> > <a href="#">Printable Pages</a> > <a href="#">Stage Map</a>	✓	
<b>CONCEPT 4: PLAYWRITING</b>				
PO 102	Retell a story including its theme, setting, storyline, plot, physical descriptions of the characters, and theme.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Storytelling</a>	✓	✓
PO 103	Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations, and create imaginary scenes that include characters, setting, and storyline.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Storytelling</a> • <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a>	✓	✓
PO 104	Create original, brief stories through improvisation that include a storyline and characters.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a>	✓	✓
PO 105	Describe or illustrate recalled sensory experiences to create characters and plot.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Sensory Awareness</a>	✓	✓
<b>CONCEPT 5: DIRECTING</b>				
PO 101	Lead peers in warm-ups and theatre games.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Warm-Ups</a> • <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Basics</a> • <a href="#">Character Cards</a>	✓	✓
PO 102	Demonstrate leadership skills in small group work.	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Cooperation/Collaboration</a>	✓	✓
PO 103	Lead small groups in planning a scene and rehearsing the scene for in-class performance.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Directing</a> • <a href="#">Character Cards</a>	✓	✓
PO 106	Conduct exercises for actors in sensory recall.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Sensory Awareness</a>	✓	✓

# Standards Correlations for Arizona

## Arizona Theatre Arts Standards

<b>Beginning Theatre STRAND 2: RELATE</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	Book	Cards
<b>CONCEPT 2: ACTING</b>				
PO 102	Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Improvisation</a></li> </ul>	✓	
PO 103	Identify current and historical periods and cultures (e.g., western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
<b>CONCEPT 4: PLAYWRITING</b>				
PO 102	Determine how place, time, and social and cultural conditions affect characters and the storyline in class improvisations, scripts, and productions of theatre and/or other media.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Improvisation</a></li> </ul>	✓	
PO 105	Identify current and historical periods and cultures (e.g. western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
PO 106	Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Dance, Music, and Visual Arts</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> ➤ <a href="#">Physical Expression</a></li> </ul>	✓	✓
<b>CONCEPT 5: DIRECTING</b>				
PO 104	Identify and explain the roles of the different artists in theatre (actor, designer/technician, playwright, director).	<ul style="list-style-type: none"> <li>• <a href="#">Glossary of Terms</a> ➤ <a href="#">Jobs of Theatre</a></li> </ul>	✓	
PO 105	Identify current and historical periods and cultures (e.g., western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓

# Standards Correlations for Arizona

## Arizona Theatre Arts Standards

<b>Beginning Theatre STRAND 3: EVALUATE</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	Book	Cards
<b>CONCEPT 1: COLLABORATION</b>				
PO 101	Describe the ways in which the group participated in the collaborative process.	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Cooperation/Collaboration</a>	✓	
<b>CONCEPT 2: ACTING</b>				
PO 101	Demonstrate respectful audience behavior.	• <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a>	✓	
PO 102	Describe the believable actions and dialogue of improvised characters in classroom scenes.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization</a> • <a href="#">Character Cards</a>	✓	✓
PO 103	Identify and describe the characters, environment, and story elements in a variety of written and performed events.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a> • <a href="#">Character Cards</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a>	✓	✓
PO 104	Justify the perception of a performance and critique its production elements.	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Elements of Theatre</a>	✓	✓
<b>CONCEPT 3: THEATRE TECHNOLOGY AND DESIGN</b>				
PO 101	Evaluate the playing space and setting used for a variety of dramatic works, classroom scenes, and informal or formal productions.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a> • <a href="#">Character Cards</a>	✓	✓
<b>CONCEPT 4: PLAYWRITING</b>				
PO 101	Recall and evaluate the storyline of a class improvisation or performance.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a>	✓	
PO 102	Recall and evaluate the character's actions in a class improvisation or performance.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a> • <a href="#">Character Cards</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> > <a href="#">Constructive Feedback</a>	✓	✓

# Standards Correlations for Arizona

## Arizona Theatre Arts Standards

<b>Beginning Theatre STRAND 3: EVALUATE (con.)</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
PO 103	Identify by genre a dramatic concept, script, classroom, or formal production.	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Theatre History</a></li> </ul>	✓	✓
PO 104	Identify and describe the characters, environment, and story elements in a variety of written and performed events.	<ul style="list-style-type: none"> <li>• <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Improvisation</a></li> </ul>	✓	✓
<b>CONCEPT 5: DIRECTING</b>				
PO 103	Identify and describe the characters, environment, and story elements in a variety of written and performed events.	<ul style="list-style-type: none"> <li>• <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Improvisation</a></li> </ul>	✓	✓

# Standards Correlations for Arizona Arizona Theatre Arts Standards

<b>Intermediate Theatre STRAND 1: CREATE</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	Book	Cards
<b>CONCEPT 1: COLLABORATION</b>				
PO 201	Collaborate to create a scenario/script as a team.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation</a> and <a href="#">Storytelling</a></li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Skills</a> &gt; <a href="#">Cooperation/Collaboration</a></li> </ul>	✓	✓
PO 203	Collaborate and communicate in the rehearsal process.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Skills</a> &gt; <a href="#">Cooperation/Collaboration</a></li> </ul>	✓	✓
PO 204	Collaborate in informal performances.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Skills</a> &gt; <a href="#">Aesthetic Appreciation</a></li> </ul>	✓	✓
<b>CONCEPT 2: ACTING</b>				
PO 201	Work individually to create characters for theatre and/or other media productions (e.g., for classical, contemporary, realistic, and non-realistic improvisations and scripted plays).	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Characterization</a></li> <li>• <a href="#">Character Cards</a></li> </ul>	✓	✓
PO 202	As a character, play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature, and history).	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Characterization</a> and <a href="#">Improvisation</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
PO 203	Demonstrate mental and physical attributes required to communicate characters different from themselves (e.g., concentration, sense recall, ability to remember lines and cues, breath and vocal control, body alignment, flexibility, and coordination).	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Physical Expression</a> and <a href="#">Vocal Expression</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
PO 204	Communicate sensory images through movement, vocal, visual, or written expression	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Sensory Awareness</a> and <a href="#">Pantomime</a></li> </ul>	✓	✓
PO 205	Implement theatre etiquette in rehearsal and production settings.	<ul style="list-style-type: none"> <li>• <a href="#">Teaching Strategies</a> &gt; <a href="#">Teaching Audience Etiquette</a></li> </ul>	✓	

# Standards Correlations for Arizona Arizona Theatre Arts Standards

<b>Intermediate Theatre STRAND 1: CREATE (con.)</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
<b>CONCEPT 3: THEATRE TECHNOLOGY AND DESIGN</b>				
PO 202	Implement theatre etiquette in rehearsal and production settings.	• <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a>	✓	
<b>CONCEPT 4: PLAYWRITING</b>				
PO 202	Dramatize and document scenes using a variety of characters to develop monologues and/or dialogue.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization and Improvisation</a> • <a href="#">Character Cards</a>	✓	✓
PO 204	Dramatize and document, both individually and in groups, scenarios that develop theme, plot, conflict, and dialogue.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation and Storytelling</a> • <a href="#">Character Cards</a>	✓	✓
<b>CONCEPT 5: DIRECTING</b>				
PO 202	Develop an understanding of how actors' qualities and skills are considered when casting various characters or roles.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization</a> • <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> • <a href="#">Character Cards</a>	✓	✓
PO 203	Make directorial decisions about group work and informal dramatic presentations (including movement, voice, etc.).	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Directing</a>	✓	✓
PO 206	Provide actor warm-ups that help them develop sensory recall, as needed, or as a means of accessing their characters.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Warm-Ups</a> • <a href="#">Character Cards</a>	✓	✓

# Standards Correlations for Arizona Arizona Theatre Arts Standards

<b>Intermediate Theatre STRAND 2: RELATE</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
<b>CONCEPT 1: COLLABORATION</b>				
PO 202	Discuss and implement the skills that address social issues in the collaborative process (e.g., accept leader/follower roles, how to negotiate differences of ideas) in an informal production and other school-related projects.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Skills</a></li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Cooperation/Collaboration</a></li> </ul>	✓	✓
PO 203	Discuss how participation in theatre benefits other life skills and other content areas.	<ul style="list-style-type: none"> <li>• <a href="#">Philosophy</a> &gt; <a href="#">Rationale, Benefits, and Skills</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Content Areas/Integration Ideas</a></li> </ul>	✓	✓
<b>CONCEPT 2: ACTING</b>				
PO 201	Using self-evaluation and reflection, determine the influences of creative work on the individual and his/her community.	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a></li> </ul>	✓	
<b>CONCEPT 4: PLAYWRITING</b>				
PO 201	Demonstrate and identify a character's wants and needs, and physical, emotional, and social qualities based on historical and cultural influences.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Characterization</a></li> <li>• <a href="#">Character Cards</a></li> </ul>	✓	✓
PO 204	Discuss a class improvisation or performance's storylines, characters, dialogue, and actions, and how they relate to real life situations.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation and Storytelling</a></li> </ul>	✓	✓

# Standards Correlations for Arizona Arizona Theatre Arts Standards

<b>Intermediate Theatre STRAND 3: EVALUATE</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	Book	Cards
<b>CONCEPT 1: COLLABORATION</b>				
PO 201	Model and use appropriate ways to give, take, and use praise and constructive criticism.	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> > <a href="#">Constructive Feedback</a>	✓	
<b>CONCEPT 2: ACTING</b>				
PO 201	Describe physical and vocal attributes appropriate to the characters in the play in class and professional performances.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization</a> and <a href="#">Physical Expression</a> and <a href="#">Vocal Expression</a> • <a href="#">Character Cards</a>	✓	✓
PO 202	Describe physical concentration and character interaction that advance the plot in class and professional performances.	• <a href="#">Index of Games</a> > <a href="#">School Subjects</a> > <a href="#">Social Studies</a> • <a href="#">Character Cards</a>	✓	✓
PO 204	Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre, or media productions.	• <a href="#">Keys to Success</a> > <a href="#">Assessment</a>	✓	
<b>CONCEPT 4: PLAYWRITING</b>				
PO 203	Use developed criteria to analyze a variety of dramatic works (e.g., formal and informal theatre, film/video, and electronic media productions) according to style, genre, dramatic elements, and characters.	• <a href="#">Keys to Success</a> > <a href="#">Assessment</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Elements of Theatre</a> and <a href="#">Theatre History</a> • <a href="#">Drama Skills</a> • <a href="#">Character Cards</a>	✓	✓
PO 204	Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre, or media productions.	• <a href="#">Keys to Success</a> > <a href="#">Assessment</a>	✓	
<b>CONCEPT 5: DIRECTING</b>				
PO 202	Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre, or media productions.	• <a href="#">Keys to Success</a> > <a href="#">Assessment</a>	✓	

# Standards Correlations for Arizona

## Arizona Theatre Arts Standards

<b>Advanced Theatre STRAND 1: CREATE</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	Book	Cards
<b>CONCEPT 1: COLLABORATION</b>				
PO 303	Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Ensemble/Team</a>	✓	✓
PO 304	Collaborate in formal performances.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Cooperation/Collaboration</a>	✓	✓
<b>CONCEPT 2: ACTING</b>				
PO 301	Work individually and in an ensemble to create characters for theatre and/or other media productions (e.g., for classical, cotemporary, realistic, and non-realistic improvisations and scripted plays.)	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Ensemble/Team</a> • <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization</a> • <a href="#">Character Cards</a> • <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a>	✓	✓
PO 302	Demonstrate the use of observation from nature, society, or research as a means to enhance a performance.	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Observation</a>	✓	
PO 303	Compare and demonstrate various acting techniques and methods (e.g., stage, on-camera, film), individually or in an ensemble, to create and sustain characters that communicate with audiences in formal and informal theatre, television, film/video, and other electronic media productions.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Ensemble/Team</a> • <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization</a> • <a href="#">Character Cards</a>	✓	✓
PO 304	Use sensory recall as an actor to portray a production concept in a unified production.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Sensory Awareness</a>	✓	
<b>CONCEPT 4: PLAYWRITING</b>				
PO 303	Create a script through improvisation and devised scenes based on personal experience, heritage, imagination, literature, and/or history.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a> and <a href="#">Storytelling</a>	✓	✓

## Standards Correlations for Arizona Arizona Theatre Arts Standards

<b>Advanced Theatre STRAND 2: RELATE</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
<b>CONCEPT 1: COLLABORATION</b>				
PO 302	Apply the skills that address social issues in the collaborative process (e.g., accept leader/follower roles, negotiate differences of concepts) in formal productions, and relate to the skills needed in the professional world.	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a>	✓	
<b>CONCEPT 4: PLAYWRITING</b>				
PO 301	Compare how similar ideas and dramatic elements (e.g., the protagonist, monologue) are treated in dramas and styles from various cultural and historical periods.	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Theatre History</a>	✓	✓
PO 304	Explain the roles and interrelated responsibilities of the various personnel involved in theatre, film/video, television, and electronic media.	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Jobs of Theatre</a>	✓	✓

# Standards Correlations for Arizona Arizona Theatre Arts Standards

<b>Advanced Theatre STRAND 3: EVALUATE</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	Book	Cards
<b>CONCEPT 1: COLLABORATION</b>				
PO 301	Evaluate the results of implemented suggestions, ideas, and concepts generated in the collaborative process.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Cooperation/Collaboration</a></li> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a></li> </ul>	✓	
PO 302	Critique positive and negative outcomes of the collaborative process in a constructive manner.	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a> &gt; <a href="#">Constructive Feedback</a></li> </ul>	✓	
<b>CONCEPT 2: ACTING</b>				
PO 301	Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a> &gt; <a href="#">Constructive Feedback</a></li> </ul>	✓	✓
PO 304	Develop criteria for evaluating formal and informal theatre, film/video, and electronic media productions.	<ul style="list-style-type: none"> <li>• <a href="#">Keys to Success</a> &gt; <a href="#">Assessment</a></li> </ul>	✓	
<b>CONCEPT 4: PLAYWRITING</b>				
PO 302	Analyze and evaluate constructive criticism about personal work, explaining which points are appropriate for further development of the work.	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a> &gt; <a href="#">Constructive Feedback</a></li> </ul>	✓	
PO 305	Identify by genre a dramatic script, classroom improvisation, or formal production.	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> &gt; <a href="#">Theatre History</a></li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation</a></li> </ul>	✓	✓
<b>CONCEPT 5: DIRECTING</b>				
PO 301	Develop criteria for analyzing and evaluating the script, acting, design, and direction as a unified production based on artistic choices in traditional theatre, film/video, and electronic media productions.	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> &gt; <a href="#">Elements of Theatre</a></li> <li>• <a href="#">Keys to Success</a> &gt; <a href="#">Assessment</a></li> </ul>	✓	✓