



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

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**DRAMA**<sup>™</sup>  
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**Standards Correlations  
Florida**

**Sunshine State Standards (SSS)  
For Theatre Arts**

**Free download (PDF) online  
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## 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 Sunshine State Arts Standards

The content standards for theatre used in this supplement come from the Sunshine State Standards (SSS) published by the Florida Department of Education. Learn more online at

[www.fldoe.org/bii/curriculum/](http://www.fldoe.org/bii/curriculum/)

## 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 Standards (pg. 3)*: These are the five strands and eight standards of study in the arts that apply to all grade levels in Florida. Use the listed pages on the CD-ROM to find material applicable to each strand across a range of grade levels.

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

*Links Pathway*: The left column lists a standard or grade level benchmark, 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 benchmark. Follow links on that page to additional material that will also help teach that benchmark. 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 standard 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

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# Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

CONTENT STRANDS Standards For All Grade Levels	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
<p><b>SKILLS AND TECHNIQUES Standard 1</b></p> <p>The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Grade Levels</a> for age appropriate games exploring acting skills.</li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation</a> and <a href="#">Characterization</a> for games in these categories.</li> <li>• <a href="#">Drama Skills</a> to practice and learn the elements of creative expression in theatre.</li> <li>• <a href="#">Character Cards</a> for developing greater artistic perception of the details of human behavior.</li> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary and acting concepts.</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 improve their commitment, focus, respect and creativity in drama.</li> </ul>
<p><b>SKILLS AND TECHNIQUES Standard 2</b></p> <p>The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Directing</a> for games that allow students a chance to direct each other.</li> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary and directing concepts.</li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Storytelling</a> for games that explore elements of story or texts.</li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Play Productions</a> for games that prepare students for productions.</li> <li>• <a href="#">Character Cards</a> for acting and scenario choices for scene work or informal productions.</li> </ul>
<p><b>SKILLS AND TECHNIQUES Standard 3</b></p> <p>The student designs, conceptualizes, and interprets formal and informal productions.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary and tips on teaching terminology.</li> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a> for examples of reviewing and reflecting about theatre.</li> <li>• <a href="#">Character Cards</a> for developing greater artistic perception of the details of human behavior.</li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Skills</a> &gt; <a href="#">Sensory Awareness</a> for games exploring perception and the senses.</li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Aesthetic Appreciation</a> for games that explore aesthetic awareness.</li> </ul>
<p><b>CREATION AND COMMUNICATION Standard 1</b></p> <p>The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.</p>	<ul style="list-style-type: none"> <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="#">Character Cards</a> to encourage a wider range of expression and detail for character acting and improvisation.</li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">School Subjects</a> &gt; <a href="#">Social Studies</a> for games that incorporate history and heritage.</li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation</a> for games to create new material and scenes for scripts.</li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Playwriting</a> for games that explore elements of playwriting.</li> </ul>

# Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

CONTENT STRANDS Standards For All Grade Levels (con.)	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
<p><b>CULTURAL AND HISTORICAL CONNECTIONS</b> <b>Standard 1</b> The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present.</p>	<ul style="list-style-type: none"> <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 reviewing and reflecting about drama vocabulary.</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>AESTHETIC AND CRITICAL ANALYSIS</b> <b>Standard 1</b> The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media.</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 to perform 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>
<p><b>APPLICATIONS TO LIFE</b> <b>Standard 1</b> The student understands applications of the role of theatre, film, television, and electronic media in everyday life.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> &gt; <a href="#">Drama Skills</a> for definitions of life skills developed in theatre.</li> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> &gt; <a href="#">Jobs of Theatre</a> for definitions of careers in theatre.</li> <li>• <a href="#">Philosophy</a> &gt; <a href="#">Benefits</a> for an explanation of positive effects of drama education.</li> <li>• <a href="#">Content Areas/Integration Ideas</a> for ideas of how theatre relates to other school subjects.</li> </ul>

# Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades PreK-2</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
A.1.1	<i>The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.</i>	<i>See page 3</i>	✓	✓
1	Creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation).	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Skills</a> &gt; <a href="#">Concentration</a> and <a href="#">Vocal Expression</a></li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Sensory Awareness</a>, <a href="#">Pantomime</a> and <a href="#">Characterization</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
2	Creates, individually and in groups, animate and inanimate objects through the movement of the human body (e.g., pantomimes living and nonliving objects such as rocks, trees, and celestial objects).	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Pantomime</a> and <a href="#">Physical Expression</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
A.2.1	<i>The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.</i>	<i>See page 3</i>	✓	✓
1	Communicates with others ideas about characterization and plot development within dramatic-play activities.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Grade Levels</a> &gt; <a href="#">Preschool</a> • <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation</a> and <a href="#">Characterization</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
A.3.1	<i>The student designs, conceptualizes, and interprets formal and informal productions.</i>	<i>See page 3</i>	✓	✓
1	Designs the playing space to communicate character and action in specific locales.	<ul style="list-style-type: none"> <li>• <a href="#">Teaching Strategies</a> &gt; <a href="#">Getting Started</a> &gt; <a href="#">Preparation Checklist</a></li> </ul>	✓	
B.1.1	<i>The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.</i>	<i>See page 3</i>	✓	✓
1	Creates simple scenes that have a setting, dialogue, and plot.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">School Subjects</a> &gt; <a href="#">Social Studies</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓

# Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades PreK-2 (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>
C.1.1	<i>The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present.</i>	<i>See page 3</i>	✓	✓
1	Expresses remembered ideas, feelings, and concepts of common daily activities through dramatic play.	• <a href="#">Index of Games</a> > <a href="#">Grade Levels</a> > <a href="#">Preschool</a> • <a href="#">Character Cards</a>	✓	✓
3	Understands characters, situations, and dramatic media from the stories and dramas of various cultures.	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Theatre History</a>	✓	✓
D.1.1	<i>The student analyzes, criticizes, and constructs meaning from formal and informal theater, film, television, and electronic media.</i>	<i>See page 3</i>	✓	✓
1	Portrays imaginary sensory experiences (e.g., smelling a flower or touching velvet) through dramatic play.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a> and <a href="#">Sensory Awareness</a>	✓	✓
2	Gives reasons for personal preferences for formal or informal performances.	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> > <a href="#">Constructive Feedback</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	✓
3	Understands appropriate audience responses to dramatic presentations.	• <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a>	✓	
4	Understands how theater communicates events of everyday life.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Storytelling</a>	✓	✓
E.1.1	<i>The student understands applications of the role of theater, film, television, and electronic media in everyday life.</i>	<i>See page 3</i>	✓	✓
1	Uses role playing to resolve everyday conflict situations (e.g., fighting over a toy, bullying others, and stealing someone's property).	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a>	✓	✓



## Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades PreK-2 (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>
2	Understands the similarities and differences among how emotions are expressed in theater, dramatic media, music, dance, and visual art.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">School Subjects</a> &gt; <a href="#">Dance, Music, and Visual Arts</a></li> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
3	Cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes (e.g., listens while others speak, sets goals, shows self- discipline, and meets deadlines).	<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> <li>• <a href="#">Character Cards</a></li> </ul>	✓	✓

# Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades 3-5</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
A.1.2	<i>The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.</i>	See page 3	✓	✓
1	Creates imagined characters, relationships, and environments, using basic acting skills (e.g., breath control, diction, concentration, and control of isolated body parts).	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> ➤ <a href="#">Concentration</a> and <a href="#">Vocal Expression</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Physical Expression</a>, <a href="#">Pantomime</a>, and <a href="#">Characterization</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
A.2.2	<i>The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.</i>	See page 3	✓	✓
1	Communicates directing choices to actors in improvised and scripted scenes.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Improvisation</a> and <a href="#">Directing</a></li> <li>• <a href="#">Character Cards</a></li> </ul>	✓	✓
2	Collaborates with actors to modify scripts for character motivation.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Characterization</a></li> <li>• <a href="#">Character Cards</a></li> </ul>	✓	✓
A.3.2	<i>The student designs, conceptualizes, and interprets formal and informal productions.</i>	See page 3	✓	✓
1	Understands the relationships among scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and in formal play productions.	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Elements of Theatre</a></li> </ul>	✓	✓
2	Creates an environment (e.g., with scenery, props, sound effects, and costumes) to communicate locale and mood.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Improvisation</a></li> <li>• <a href="#">Character Cards</a></li> </ul>	✓	✓
B.1.2	<i>The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.</i>	See page 3	✓	✓

# Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades 3-5 (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>
1	Knows how improvised dialogue and scenes are used to tell stories and create characters based on historical, literary, and everyday situations.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">School Subjects</a> &gt; <a href="#">Social Studies</a> and <a href="#">Language Arts</a></li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation</a>, <a href="#">Characterization</a>, and <a href="#">Storytelling</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
C.1.2	<i>The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present.</i>	See page 3	✓	✓
1	Understands how cultural influences are expressed in the portrayal of characters and themes through the dramatic media chosen.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">School Subjects</a> &gt; <a href="#">Social Studies</a></li> </ul>	✓	✓
2	Understands how theatre is an interpretation of actual events in history and everyday life.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">School Subjects</a> &gt; <a href="#">Social Studies</a></li> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a></li> </ul>	✓	✓
3	Understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods.	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a></li> <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="#">School Subjects</a> &gt; <a href="#">Social Studies</a></li> </ul>	✓	✓
D.1.2	<i>The student analyzes, criticizes, and constructs meaning from formal and informal theater, film, television, and electronic media.</i>	See page 3	✓	✓
1	Knows how theatre uses visual elements (e.g., set design and costuming), sound (e.g., sound effects and vocal inflection), and movement (e.g., staging and character portrayal) to communicate.	<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></li> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> &gt; <a href="#">Elements of Theatre</a></li> </ul>	✓	✓
3	Uses theatre terms when evaluating a performance.	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a></li> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a> &gt; <a href="#">Constructive Feedback</a></li> </ul>	✓	✓

## Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades 3-5 (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>
4	Articulates emotional responses to the whole, as well as parts of, dramatic performances.	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> ➤ <a href="#">Constructive Feedback</a></li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a></li> </ul>	✓	✓
E.1.2	<i>The student understands applications of the role of theater, film, television, and electronic media in everyday life.</i>	<i>See page 3</i>	✓	✓
2	Understands the artistic characteristics of various media (e.g., theatre, dramatic media, dance, music, and visual arts) and the advantages and disadvantages of telling stories through those artistic 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="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
3	Understands theatre as a social function and theatre etiquette as the responsibility of the audience.	<ul style="list-style-type: none"> <li>• <a href="#">Teaching Strategies</a> ➤ <a href="#">Teaching Audience Etiquette</a></li> </ul>	✓	
4	Collaborates in the construction of formal and informal productions (e.g., shows respect and uses proper social skills with peers).	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> ➤ <a href="#">Cooperation/Collaboration</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Play Productions</a></li> </ul>	✓	✓

# Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades 6-8</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
A.1.3	<i>The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.</i>	<i>See page 3</i>	✓	✓
1	Develops characters, relationships, and environments from written sources (e.g., plays, stories, poems, 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="#">Storytelling</a></li> <li>• <a href="#">Character Cards</a></li> </ul>	✓	✓
A.2.3	<i>The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.</i>	<i>See page 3</i>	✓	✓
1	Uses the elements of dramatic form (e.g., plot, character, dialogue, conflict and resolution, and setting) to stage a play.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation, Play Production, and Characterization</a></li> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
A.3.3	<i>The student designs, conceptualizes, and interprets formal and informal productions.</i>	<i>See page 3</i>	✓	✓
1	Safely selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting.	<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>	✓	✓
B.1.3	<i>The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.</i>	<i>See page 3</i>	✓	✓
1	Collaborates with actors to refine original scripts and justify writing choices.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Directing</a> • <a href="#">Character Cards</a>	✓	✓
C.1.3	<i>The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present.</i>	<i>See page 3</i>	✓	✓

# Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades 6-8 (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>
1	Understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theatre.	• <a href="#">Index of Games</a> > <a href="#">School Subjects</a> > <a href="#">Social Studies</a>	✓	✓
3	Understands the lives, works, and influences of representative theatre artists from various cultures and historical periods.	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Theatre History</a>	✓	✓
<i>D.1.3</i>	<i>The student analyzes, criticizes, and constructs meaning from formal and informal theater, film, television, and electronic media.</i>	<i>See page 3</i>	✓	✓
1	Understands a character in a play through exploration of internal characterization (e.g., emotions and motivations) and external characterization (e.g., background, posture, mannerisms, and dress).	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization</a> • <a href="#">Character Cards</a>	✓	✓
2	Understands the relationship of plot, conflict, and theme in a play.	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> • <a href="#">Character Cards</a>	✓	✓
3	Develops criteria for the evaluation of dramatic texts and performances.	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> • <a href="#">Keys to Success</a> > <a href="#">Assessment</a>	✓	✓
<i>E.1.3</i>	<i>The student understands applications of the role of theater, film, television, and electronic media in everyday life.</i>	<i>See page 3</i>	✓	✓
3	Knows pertinent skills, discipline, and knowledge needed to pursue careers and recreational opportunities in theatre, film, television, and electronic media.	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	✓

# Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades 9-12</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
A.1.4	<i>The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.</i>	<i>See page 3</i>	✓	✓
1	Uses classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Grade Levels/Ages</a> &gt; <a href="#">High School</a></li> <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>	✓	✓
A.2.4	<i>The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.</i>	<i>See page 3</i>	✓	✓
1	Uses unified production concepts and techniques (e.g., auditioning, directing, producing, and scheduling) for various media (e.g., theatre, film, television, and electronic media).	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Directing</a></li> </ul>	✓	✓
A.3.4	<i>The student designs, conceptualizes, and interprets formal and informal productions.</i>	<i>See page 3</i>	✓	✓
4	Understands all technical elements used to influence the meaning of the drama.	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
B.1.4	<i>The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.</i>	<i>See page 3</i>	✓	✓
1	Understands how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C.1.4	<i>The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present.</i>	<i>See page 3</i>	✓	✓

# Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades 9-12 (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>
1	Understands cultural and historical influences on dramatic forms (e.g., theatre, film, and television).	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Theatre History</a>	✓	✓
D.1.4	<i>The student analyzes, criticizes, and constructs meaning from formal and informal theater, film, television, and electronic media.</i>	See page 3	✓	✓
1	Compares the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Aesthetic Appreciation</a>	✓	✓
2	Understands allegoric and symbolic references in plays.	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	✓
3	Understands theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in film, television, and electronic media (e.g., different depictions of the story of Aladdin).	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> • <a href="#">Character Cards</a>	✓	✓
E.1.4	<i>The student understands applications of the role of theater, film, television, and electronic media in everyday life.</i>	See page 3	✓	✓
2	Understands the reasons for personal and audience reactions to theatre from various cultures and time periods (e.g., French farce, Greek tragedy, and Japanese Noh).	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Theatre History</a>	✓	✓
3	Understands the pertinent skills necessary to pursue theatre careers and avocational opportunities in theatre (e.g., production skills for managing, administering, organizing, publishing, accounting, and marketing).	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	✓



## Standards Correlations for Florida Sunshine State Standards (SSS) for Theatre Arts

<b>Theatre Arts Benchmarks for Grades 9-12 (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>
4	Understands the necessity of goal-setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Play Productions</a>	✓	
5	Recognizes the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American theatre.	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Theatre History</a>	✓	✓