



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

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Standards Correlations
Missouri

**Grade Level Expectations (GLE)
For Theatre Arts**

**Free download (PDF) online
www.DramaEd.net/supplements.htm**

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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: *2nd 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.

About the Missouri Grade Level Expectations (GLE)

The content standards for theatre used in this supplement come from the Grade Level Expectations published by the Department of Elementary and Secondary Education. Learn more online at www.dese.mo.gov/divimprove/curriculum/fal

INSTRUCTIONS

How to Use this Supplement

Insert the 2nd 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 (pg. 3): These are the five strands of study and big ideas in the arts that apply to all grade levels in Missouri. Use the listed pages on the CD-ROM to find material applicable to each strand across a range of grade levels.

Grade Level Expectations: This supplement includes only those expectations that can be taught with our curriculum. The shorthand number for each expectation 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.

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Standards Correlations for Missouri

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CONTENT STRANDS AND BIG IDEAS For all grade levels	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
<p>PRODUCT/PERFORMANCE (PP) Develop and apply skills to communicate ideas through theatrical performances.</p>	<ul style="list-style-type: none"> • Index of Games ➤ Grade Levels for age appropriate games exploring acting skills. • Index of Games ➤ Drama Skills for games organized by 22 specific theatre skills. • Character Cards for developing greater artistic perception of the details of human behavior. • Teaching Strategies ➤ Classroom Management 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.
<p>ELEMENTS AND PRINCIPLES (EP) Select and apply theatrical elements to communicate ideas through the creation of theatre.</p>	<ul style="list-style-type: none"> • Drama Skills to practice and learn the elements of creative expression in theatre. • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary, concepts, and genres. • Character Cards for character details and scenario choices for scene work or informal productions.
<p>ARTISTIC PERCEPTION (AP) Develop and apply skills to explain perceptions about and evaluations of theatre and theatrical performance.</p>	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary and tips on teaching terminology. • Teacher Talk ➤ Evaluation Questions for examples of reviewing and reflecting about theatre. • Arts Standards ➤ Assessment ➤ Constructive Feedback for guidelines on peer evaluation.
<p>INTERDISCIPLINARY CONNECTIONS (IC) Develop and apply skills necessary to make connections between theatre and other arts. Develop and apply skills necessary to make connections between theatre and other non-arts disciplines.</p>	<ul style="list-style-type: none"> • Index of Games ➤ School Subjects ➤ Music, Dance, and Visual Arts for games that teach elements of more than one art form or use drama to teach concepts in that art form. • Index of Games ➤ School Subjects for games that teach content and skills for other subject areas. • Instructions ➤ Glossary of Terms for terms and definitions that also apply to language arts. • Index of Games ➤ Multiple Intelligences for games that reach different learning styles.
<p>HISTORICAL AND CULTURAL CONTEXT (HC) Develop and apply skills necessary to understand the role of theatre in past and present cultures throughout the world. Develop and apply skills necessary to understand cultural diversity and heritage as they relate to theatre.</p>	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms for definitions of theatre history vocabulary and genres. • Teacher Talk ➤ Evaluation Questions for examples of reviewing and reflecting about theatre terms. • Index of Games ➤ Content Areas ➤ Social Studies for ideas on acting out elements and events of culture and history.

Standards Correlations for Missouri Grade Level Expectations (GLE) for Theatre Arts

Theatre Arts Grade Level Expectations for Kindergarten		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1AK	Tell stories about themselves with a beginning, middle, and end	• Index of Games > Drama Categories > Storytelling • Character Cards	✓	✓
PP1BKa	Use skills in expressive movement and/or pantomime	• Index of Games > Drama Categories > Pantomime and Physical Expression • Character Cards	✓	✓
PP1BKb	Use the voice (e.g., speaking, sound effect), in multiple ways	• Index of Games > Drama Categories > Vocal Expression	✓	✓
PP1EK	Practice appropriate audience behavior	• Teaching Strategies > Teaching Audience Etiquette	✓	
PP1FK	Participate in a performance for a class or invited audience	• Index of Games > Grade Levels/Ages > Preschool	✓	✓
EP1AK	Identify a beginning, middle, and end	• Index of Games > Drama Categories > Storytelling	✓	✓
EP1BK	Tell what an actor is and name actors in the modern world	• Instructions > Glossary of Terms	✓	✓
EP1CK	Define playing space and costumes	• Instructions > Glossary of Terms	✓	✓
AP1AK	Discuss the effect a story has on its audience through the sharing of personal opinions	• Arts Standards > Assessment > Constructive Feedback	✓	
AP1BK	Orally express impressions and observations related to dramatic activities and performances	• Arts Standards > Assessment > Evaluation Questions	✓	
IC1AK	Use music, creative movement and visual components in dramatic play	• Index of Games > School Subjects > Music, Dance, and Visual Arts	✓	✓
IC2AK	Listen to a story and act out the story in dramatic play	• Index of Games > Drama Categories > Storytelling	✓	✓

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Theatre Arts Grade Level Expectations for Grade One		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1A1	Tell stories about a character with a beginning, middle, and end	• Index of Games > Drama Categories > Storytelling • Character Cards	✓	✓
PP1B1	Express a feeling through gesture and voice (e.g., fear, surprise, joy)	• Character Cards > Emotion Cards	✓	✓
PP1C1	Adapt the environment using basic materials (e.g., draw scenery on board, turn on/off room lights, move furniture)	• Lesson Plan Sections > The Props and The Place	✓	
PP1E1	Practice appropriate audience behavior	• Teaching Strategies > Teaching Audience Etiquette	✓	
PP1F1	Participate in a performance for a class or invited audience	• Index of Games > Grade Levels/Ages > Primary	✓	✓
EP1A1	Identify character, problem, solution, and setting	• Instructions > Glossary of Terms • Character Cards	✓	✓
EP1B1	Show a variety of gestures (e.g., raise hand, shrug, nod head) and explain their meaning	• Index of Games > Drama Categories > Physical Expression	✓	✓
AP1A1	Discuss the effect a story has on its audience through the sharing of personal opinions	• Arts Standards > Assessment > Constructive Feedback	✓	
AP1B1	Orally express impressions and observations related to dramatic activities and performances	• Arts Standards > Assessment > Evaluation Questions	✓	
IC1A1	Use music, creative movement and visual components in dramatic play	• Index of Games > School Subjects > Music, Dance, and Visual Arts	✓	✓
IC2A1	Listen to a story and act out the story in dramatic play	• Index of Games > Drama Categories > Storytelling	✓	✓
HC2A1	Identify diverse cultural dimensions in dramatic play	• Arts Standards > Assessment > Evaluation Questions	✓	

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Theatre Arts Grade Level Expectations for Grade Two		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1A2	Tell stories through role-play, imitation, and recreating dialogue	• Index of Games > Drama Categories > Improvisation • Character Cards	✓	✓
PP1B2	Use role playing to investigate proper social skills	• Index of Games > Drama Categories > Improvisation • Character Cards	✓	✓
PP1E2	Practice appropriate audience behavior	• Teaching Strategies > Teaching Audience Etiquette	✓	
PP1F2	Participate in a performance for a class or invited audience	• Index of Games > Grade Levels/Ages > Primary	✓	✓
EP1A2	Identify dialogue and puppetry	• Instructions > Glossary of Terms	✓	✓
EP1B2	Identify dialogue and lines of a script	• Instructions > Glossary of Terms	✓	✓
EP1C2	Define playing space and costumes	• Instructions > Glossary of Terms	✓	✓
AP1A2	Discuss why the story has the effect it does on the audience	• Arts Standards > Assessment > Constructive Feedback	✓	
AP1B2	Express impressions and observations related to dramatic activities and performances (e.g., students could write letters or draw pictures to high school performers who visited their class and performed)	• Arts Standards > Assessment > Evaluation Questions	✓	
IC1A2	Use music, creative movement and visual components in dramatic play	• Index of Games > School Subjects > Music, Dance, and Visual Arts	✓	✓
IC2A2	Listen to a story and act out the story in dramatic play	• Index of Games > Drama Categories > Storytelling	✓	✓
HC1B2	Imitate and synthesize life experiences (e.g., when you are sick, on the playground, in the lunch line when meeting strangers) in dramatic play	• Index of Games > Drama Categories > Improvisation • Character Cards	✓	✓

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Theatre Arts Grade Level Expectations for Grade Three		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1A3	Tell stories through group improvisation using original idea and conflict	• Index of Games > Drama Categories > Improvisation • Character Cards	✓	✓
PP1B3	Participate in dramatic play that reflects the environment and portrays character (e.g. build a snow man and show that it is cold)	• Index of Games > Drama Categories > Pantomime and Characterization • Character Cards	✓	✓
PP1C3	Use props, costumes, sound, and setting safely	• Lesson Plan Sections > The Props and The Place	✓	
PP1F3	Participate in a performance for a class or invited audience	• Index of Games > Grade Levels/Ages > Primary	✓	✓
EP1B3	Identify lead/principal, chorus, and role/supporting role	• Instructions > Glossary of Terms	✓	✓
EP1C3	Identify technical theatre elements such as setting, sound, properties, lighting, costumes, and make-up	• Instructions > Glossary of Terms	✓	✓
AP1A3	Discuss what the students see in a dramatic presentation, including the quality of the acting and technical elements	• Arts Standards > Assessment > Evaluation Questions	✓	
AP1B3	Express impressions and observations related to dramatic activities and performances	• Arts Standards > Assessment > Constructive Feedback	✓	
IC1A3	Use music, creative movement and visual components in dramatic play	• Index of Games > School Subjects > Music, Dance, and Visual Arts	✓	✓
IC2A3	Write a paragraph (fiction or nonfiction) and act out the characters in the story in dramatic play	• Index of Games > Drama Categories > Characterization	✓	✓
HC1B3	Utilize dramatic play to complete a piece of open ended literature	• Index of Games > Drama Categories > Storytelling • Character Cards	✓	✓

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Theatre Arts Grade Level Expectations for Grade Four		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1B4	Express emotions and ideas to imitate life experiences. Improvise dialogue to tell stories, specific settings, and scenes	• Index of Games > Drama Categories > Improvisation • Character Cards	✓	✓
PP1E4	Model appropriate audience behavior	• Teaching Strategies > Teaching Audience Etiquette	✓	
PP1F4	Participate in a performance for a class or invited audience	• Index of Games > Grade Levels/Ages > Elementary	✓	✓
EP1A4	Identify symbol and scenes	• Instructions > Glossary of Terms	✓	✓
EP1B4	Identify vocal inflection and how it shows character in reading	• Index of Games > Drama Categories > Vocal Expression and Speech	✓	✓
AP1A4	Develop and apply appropriate criteria to use in critiquing the work of others	• Lesson Plan Sections > Keys to Success > Assessment	✓	
AP1B4	Express impressions and observations related to dramatic activities and performances	• Arts Standards > Assessment > Constructive Feedback	✓	
IC1A4	Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations	• Index of Games > School Subjects > Music, Dance, and Visual Arts	✓	✓
IC2A4	Write a paragraph (fiction or nonfiction) based on Missouri history and act out the characters in the story in dramatic play	• Index of Games > School Subjects > Social Studies	✓	✓
HC1B4	Introduce problem solving through dramatic play	• Index of Games > Drama Skills > Problem Solving • Character Cards	✓	✓
HC2A4	Imitate life experiences of famous Missourians in dramatic play	• Index of Games > School Subjects > Social Studies • Character Cards	✓	✓

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Theatre Arts Grade Level Expectations for Grade Five		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1B5	Use vocal skills (e.g., clarity, variety, and volume) through reading aloud and interpreting characters	• Index of Games > Drama Categories > Vocal Expression and Speech	✓	✓
PP1C5	Alter space appropriately (e.g., create a separate audience space from performance space) to create a suitable environment for playmaking	• Lesson Plan Sections > The Place	✓	
PP1E5	Model appropriate audience behavior at a variety of performances	• Teaching Strategies > Teaching Audience Etiquette	✓	
PP1F5	Participate in a performance for a class or invited audience	• Index of Games > Grade Levels/Ages > Elementary	✓	✓
EP1A5	Identify stage direction, mood, relationship and plot	• Instructions > Glossary of Terms	✓	✓
EP1B5	Identify audition, callback, call, stage directions (i.e., upstage, downstage, center, left, right), projection, curtain call	• Instructions > Glossary of Terms	✓	✓
AP1A5	Communicate artistic choices and offer alternatives to solve problems and build consensus	• Index of Games > Drama Skills > Cooperation/Collaboration	✓	✓
IC1A5	Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations	• Index of Games > School Subjects > Music, Dance, and Visual Arts	✓	✓
IC2A5	Using improvisation or dramatic play, act out a character or scene from a previous time period or culture that is not your own	• Index of Games > School Subjects > Social Studies	✓	✓
HC2B5	Observe the performance of artists and identify vocations of theatrical artists	• Instructions > Glossary of Terms	✓	✓

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Theatre Arts Grade Level Expectations for Grade Six		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1B6	Show concentration, pantomime, and body alignment to develop believable characters	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization and Pantomime • Index of Games > Drama Skills > Concentration 	✓	✓
PP1E6	Model appropriate audience behavior at various performances	<ul style="list-style-type: none"> • Teaching Strategies > Teaching Audience Etiquette 	✓	
PP1F6	Rehearse, polish and present a performance for a class or audience	<ul style="list-style-type: none"> • Index of Games > Grade Levels/Ages > Elementary and Middle School 	✓	✓
EP1A6	Identify objective, stock characters, act divisions, and theme	<ul style="list-style-type: none"> • Instructions > Glossary of Terms 	✓	✓
EP1B6	Identify warm-up, concentration, cross, and posture	<ul style="list-style-type: none"> • Instructions > Glossary of Terms 	✓	✓
EP1C6	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Index of Games > Drama Categories > Improvisation 	✓	✓
AP1A6	Adapt and develop a performance activity based on constructive criticism	<ul style="list-style-type: none"> • Arts Standards > Assessment > Constructive Feedback • Lesson Plan Sections > Keys to Success > Assessment 	✓	
IC1A6	Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations	<ul style="list-style-type: none"> • Index of Games > School Subjects > Music, Dance, and Visual Arts 	✓	✓
IC2A6	Using improvisation or dramatic play, act out a character or scene from a previous time period or culture that is not your own	<ul style="list-style-type: none"> • Index of Games > School Subjects > Social Studies 	✓	✓
HC2A6	Examine and compare characteristics of theatrical works from various cultures throughout history	<ul style="list-style-type: none"> • Index of Games > School Subjects > Social Studies 	✓	✓

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Theatre Arts Grade Level Expectations for Grade Seven		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1A7	Write scenes from personal experience with conflict and resolution	• Index of Games > Drama Categories > Playwriting • Character Cards	✓	✓
PP1B7	Speak, move, and generate ideas spontaneously through improvisation and acting	• Index of Games > Drama Categories > Improvisation • Character Cards	✓	✓
PP1F7	Rehearse, polish and present a performance for a class or audience	• Index of Games > Grade Levels/Ages > Middle School	✓	✓
EP1A7	Identify protagonist, antagonist, monologue, and dramatic conflict	• Instructions > Glossary of Terms	✓	✓
EP1B7	Identify cue, notes, on/off book, cheat/open out, and cold-reading	• Instructions > Glossary of Terms	✓	✓
AP1A7	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary	• Arts Standards > Assessment > Constructive Feedback • Lesson Plan Sections > Keys to Success > Assessment	✓	
AP1B7	Choose calculated and reasonable risks physically, emotionally and artistically	• Teaching Strategies > The Piggy Bank of Self-confidence • Index of Games > Grade Levels/Ages > Middle School	✓	✓
IC1A7	Identify visual, aural and kinetic components in art, dance, music and theatre; compare and contrast the presentation of the same subjects	• Index of Games > School Subjects > Music, Dance, and Visual Arts	✓	✓
IC2A7	Write a monologue or character sketch based on an historical figure (e.g., Einstein, Napoleon, Anne Frank, George Washington) and perform it for the class	• Index of Games > School Subjects > Social Studies • Character Cards	✓	✓
HC2B7	Compare and contrast selected occupations in theatre	• Instructions > Glossary of Terms	✓	✓

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Theatre Arts Grade Level Expectations for Grade Eight		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1B8	Display logical choices within the boundaries of situation and character in dramatic circumstances	• Index of Games > Drama Categories > Improvisation • Character Cards	✓	✓
PP1F8	Rehearse, polish and present a performance for a class or audience	• Index of Games > Grade Levels/Ages > Middle School	✓	✓
EP1A8	Identify genre (e.g., comedy, tragedy, melodrama, farce, satire, drama) through line, exposition, climax, falling action, initial incident, rising action, and opening situation	• Instructions > Glossary of Terms	✓	✓
EP1B8	Identify ensemble and polish ensemble work	• Index of Games > Drama Categories > Ensemble/Team	✓	✓
EP1C8	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes	• Instructions > Glossary of Terms • Index of Games > Drama Categories > Improvisation	✓	✓
AP1A8	Evaluate strengths and identify areas of improvement in peer performance	• Arts Standards > Assessment > Constructive Feedback • Lesson Plan Sections > Keys to Success > Assessment	✓	
AP1B8	Choose calculated and reasonable risks physically, emotionally and artistically	• Teaching Strategies > The Piggy Bank of Self-confidence • Index of Games > Grade Levels/Ages > Middle School	✓	✓
IC1A8	Identify visual, aural and kinetic components in art, dance, music and theatre; compare and contrast the presentation of the same subjects	• Index of Games > School Subjects > Music, Dance, and Visual Arts	✓	✓
HC2B8	Write a monologue or character sketch based on an historical figure (e.g., Einstein, Napoleon, Anne Frank, George Washington) and perform it for the class	• Index of Games > School Subjects > Social Studies • Character Cards	✓	✓

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Theatre Arts Grade Level Expectations for Grades 9-12 Proficient		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1B9-12a	Use basic terms of theatre	• Instructions > Glossary of Terms	✓	✓
PP1B9-12b	Utilize warm-up techniques for preparation of body, voice and mind	• Index of Games > Drama Categories > Warm-ups	✓	✓
PP1B9-12c	Improvise using emotional and sensory recall	• Index of Games > Drama Categories > Sensory Awareness	✓	✓
PP1B9-12d	Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character	• Index of Games > Drama Categories > Characterization and Pantomime • Character Cards	✓	✓
PP1D9-12a	Evaluate the director's role in creating a production	• Instructions > Glossary of Terms	✓	✓
PP1E9-12	Model appropriate audience behavior at various performances	• Teaching Strategies > Teaching Audience Etiquette	✓	
PP1F9-12	Rehearse, polish and present a performance for a class or invited audience	• Index of Games > Drama Categories > Play Productions • Index of Games > Grade Levels/Ages > High School	✓	✓
EP1A9-12	Identify spine, fourth wall, foil, subtext, aside, unities, and denouement	• Instructions > Glossary of Terms	✓	✓
EP1B9-12	Identify centering, counter-cross, upstaging, emotional memory, motivation, obstacle, objective, tactic, action, pitch, rate, phrasing, volume, tempo, quality, and prepared audition	• Instructions > Glossary of Terms	✓	✓
EP1D9-12a	Define the director's responsibility to the author's intent, script, actors, designers, technicians and the audience	• Instructions > Glossary of Terms • Index of Games > Drama Categories > Directing	✓	✓
EP1D9-12b	Identify the director's role in creating a production	• Instructions > Glossary of Terms	✓	✓

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AP1A9-12	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary	<ul style="list-style-type: none"> • Arts Standards > Assessment > Evaluation Questions • Lesson Plan Sections > Keys to Success > Assessment 	✓	
AP1B9-12	Articulate, justify and apply personal criteria for critiquing dramatic texts and performances	<ul style="list-style-type: none"> • Arts Standards > Assessment > Constructive Feedback • Lesson Plan Sections > Keys to Success > Assessment 	✓	
IC1A9-12	Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances	<ul style="list-style-type: none"> • Index of Games > School Subjects > Music, Dance, and Visual Arts 	✓	✓
HC2A9-12	Analyze and evaluate historical and cultural influences on theatre	<ul style="list-style-type: none"> • Instructions > Glossary of Terms 	✓	✓
HC2B9-12	Select career and vocational opportunities in theatre and describe the training, skills, self-discipline and artistic discipline needed to pursue them	<ul style="list-style-type: none"> • Instructions > Glossary of Terms 	✓	✓

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Theatre Arts Grade Level Expectations for Grades 9-12 Advanced		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
PP1B9-12a	Use advanced terms of theatre	• Instructions > Glossary of Terms	✓	✓
PP1B9-12b	Create and lead warm-up techniques for preparation of body, voice and mind	• Index of Games > Drama Categories > Warm-ups	✓	✓
PP1B9-12c	Create a character using emotional, intellectual, social characteristics and sensory recall	• Index of Games > Drama Skills > Characterization • Character Cards	✓	✓
PP1B9-12d	Using script analysis, identify and create a believable emotional build for a character	• Index of Games > Drama Skills > Characterization • Character Cards	✓	✓
PP1B9-12e	Use subtext in portrayal of characters in classical/contemporary scenes	• Index of Games > Drama Skills > Characterization • Character Cards	✓	✓
PP1E9-12	Model appropriate audience behavior at various performances	• Teaching Strategies > Teaching Audience Etiquette	✓	
PP1F9-12	Stage a performance of a script	• Index of Games > Drama Categories > Play Productions • Character Cards	✓	✓
EP1A9-12	Identify duex ex machina, pace, and styles (e.g., realism, naturalism, abstractism, epic, expressionism, comedy of manner, opera, theatre of cruelty and absurd, invisible theatre, performance art, musical theatre, vaudeville, madrigal)	• Instructions > Glossary of Terms	✓	✓
EP1B9-12	Identify Method acting, master gesture, actor's tendency, and master teacher's approaches (e.g., Stanislavski, Hagen, Spolin, Strasberg, Alexander, Grotowski, Brecht, Suzuki, Adler, Artaud, Brook)	• Instructions > Glossary of Terms	✓	✓

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EP1C9-12a	Identify and apply the technical responsibilities of the head of crews for production	• Instructions > Glossary of Terms	✓	✓
EP1C9-12b	Identify specialized areas of study in technical theatre	• Instructions > Glossary of Terms	✓	✓
EP1D9-12	Identify the skills needed in directing a dramatic text including interpreting the text, giving clear instructions, specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance	• Instructions > Glossary of Terms • Index of Games > Drama Categories > Directing	✓	✓
AP1A9-12	Apply evaluation concepts to performances and compare and contrast literary and dramatic criticism of theatre, film, television or electronic media	• Arts Standards > Assessment > Evaluation Questions • Lesson Plan Sections > Keys to Success > Assessment	✓	
AP1B9-12	Articulate, justify and apply personal criteria for critiquing dramatic texts and performances	• Arts Standards > Assessment > Constructive Feedback • Lesson Plan Sections > Keys to Success > Assessment	✓	
IC1A9-12	Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances	• Index of Games > School Subjects > Music, Dance, and Visual Arts	✓	✓
HC1B9-12	Analyze and apply knowledge of social, political and dramatic aspects of theatre, film and television	• Instructions > Glossary of Terms	✓	✓
HC2B9-12	Evaluate career and vocational opportunities in theatre, film, television, and electronic media justifying choices, and analyze the training, skills, self-discipline and artistic discipline needed to pursue them	• Instructions > Glossary of Terms	✓	✓