



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

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**Alignment With Curriculum  
Expectations:  
Ontario, Canada**

**The Ontario Arts Curriculum 2010  
Grades 9-12**

**Free download (PDF) online  
[www.DramaEd.net/supplements.htm](http://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. Not all standards are included, particularly those related to technical theatre. However, our program can be used for the majority of any state's theatre standards. 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 Ontario Curriculum For the Arts, Grades 9-12

The concepts and expectations used in this supplement come from the Ontario Curriculum for the Arts published by the Ontario Ministry of Education in 2010. Learn more online and download a copy of the arts curriculum at [www.edu.gov.on.ca/eng/curriculum/elementary/arts](http://www.edu.gov.on.ca/eng/curriculum/elementary/arts)

### Legal Disclaimer

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## 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 drama curriculum expectations to The Drama Game File. Remember that you may need to use expectations from different grade levels than yours to match your students' abilities and needs (e.g., 4th grade students new to drama may need to start with expectations from grade 1.)

### Big Ideas For All Grade Levels (pgs. 3-7)

The definitions provided combine elements from grades 9-12 for Ontario. Use the listed pages on the CD-ROM to find material applicable to each concept across a range of grade levels.

3 Strands and 9 Overall Expectations (pg. 3): There are three strands and each strand has three overall expectations that organize the arts curriculum for drama in grades 9-12 in Ontario.

The Achievement Chart (pg. 5): These are the assessment criteria for teachers to use to evaluate student progress in drama in Ontario.

Specific Expectations by Grade Level (pg. 8): 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. Each grade level has a separate section in the supplement for convenience.

**There is a separate supplement for grades 1-8 for Ontario.**

Links Pathway: Click each link in the order listed from left to right (starting at the Table of Contents page) until you reach the final destination, where you will find material (and links to additional related material) that help teach the standard or concept listed in the left column. Make adaptations as needed to fit the concept to the game(s)/curriculum. *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 standard or concept 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.

# Alignment With Curriculum Expectations for Ontario, Canada

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<p align="center"><b>3 STRANDS AND 9 OVERALL EXPECTATIONS</b> (Big ideas for grades 9-12)</p>	<p align="center"><b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)</p>
<p align="center"><b>A. CREATING AND PRESENTING</b></p>	
<p><b>A1. The creative process</b> Use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> to find creative activities by 70 different topics, skills, learning styles, and grade levels.</li> <li>• <a href="#">Drama Skills</a> to practice and learn the elements of creative expression in drama.</li> <li>• <a href="#">Character Cards</a> for 440 quick-pick ideas for creative expression, character detail, and story creation.</li> <li>• <a href="#">Teaching Strategies</a> to learn how to plan for and lead lessons that maximize engagement and learning.</li> </ul>
<p><b>A2. Elements and conventions</b> Use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> to find games that relate to various forms and conventions.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary and tips on teaching terminology.</li> <li>• <a href="#">Drama Skills</a> to practice and learn the elements of creative expression in drama.</li> <li>• <a href="#">Character Cards</a> for 440 quick-pick ideas for creative expression, character detail, and story creation.</li> </ul>
<p><b>A3. Presentation techniques and technologies</b> Use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> ➤ <a href="#">Speech</a> and <a href="#">Stage Skills</a> for games to help with performing for an audience.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of drama terms, performing concepts, and theatre elements.</li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Music</a> and <a href="#">Visual Arts</a> for games incorporating the other arts.</li> </ul>
<p align="center"><b>B. REFLECTING, RESPONDING, AND ANALYZING</b></p>	
<p><b>B1. The critical analysis process</b> Use the critical analysis process to reflect on and evaluate their own and others' drama works and activities</p>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> for examples of questions that probe for reflection and understanding.</li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> ➤ <a href="#">Constructive Feedback</a> for methods of promoting deeper analysis.</li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Grade Levels/Ages</a> to find age-appropriate games using creative thinking and processing.</li> <li>• <a href="#">Arts Standards</a> ➤ <a href="#">Assessment</a> for resources to help with assessment and evaluation.</li> </ul>
<p><b>B2. Drama and society</b> Demonstrate an understanding of how societies</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre history genres, terms, and conventions.</li> </ul>

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<p>present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a> to find games that incorporate historical events or genres.</li> <li>• <a href="#">Philosophy</a> to find benefits and rationale for using drama as a teaching tool.</li> </ul>
<p><b>B3. Connections beyond the classroom</b> Identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre history genres, terms, and conventions.</li> <li>• <a href="#">Drama Skills</a> to understand and apply skills learned in drama to other school subjects and to life.</li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> for examples of questions that make connections and deepen reflection.</li> <li>• <a href="#">Philosophy</a> to find benefits and rationale for using drama as a teaching tool.</li> </ul>
<p><b>C. FOUNDATIONS</b></p>	
<p><b>C1. Concepts and terminology</b> Demonstrate an understanding of the nature and function of drama forms, elements, conventions, and techniques, including the correct terminology for the various components</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> to find games that relate to various forms and conventions.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre terms, elements, and conventions.</li> <li>• <a href="#">Drama Skills</a> to practice and learn the elements of creative expression in drama.</li> <li>• <a href="#">Character Cards</a> for 440 quick-pick ideas for creative expression, character detail, and story creation.</li> </ul>
<p><b>C2. Contexts and influences</b> Demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> to find games that relate to various forms and conventions.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre terms, history, and genres.</li> </ul>
<p><b>C3. Responsible practices</b> Demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> to find creative activities by 70 different topics, skills, learning styles, and grade levels.</li> <li>• <a href="#">Teaching Strategies</a> to learn how to plan for and lead lessons that maximize engagement and respect.</li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> ➤ <a href="#">Self-Discipline</a> to find games that develop self-control and respect.</li> <li>• <a href="#">Teaching Strategies</a> ➤ <a href="#">Teaching Audience Etiquette</a> to learn how to establish respectful audience behavior.</li> </ul>

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<b>THE ACHIEVEMENT CHART</b> (Assessment criteria for grades 9-12)	<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)
<b>KNOWLEDGE AND UNDERSTANDING</b>	
<i>Knowledge of content (e.g., facts, genres, terms, definitions, techniques, elements, principles, forms, structures, conventions)</i>	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary, genres, forms, and elements.</li> <li>• <a href="#">Drama Skills</a> to learn the skills of creative expression in drama.</li> <li>• <a href="#">Character Cards</a> for elements of character and story creation.</li> <li>• <a href="#">Philosophy</a> ➤ <a href="#">Definitions</a> for definitions of drama disciplines that make up theatre arts.</li> </ul>
<i>Understanding of content (e.g., facts, genres, terms, definitions, techniques, elements, principles, forms, structures, conventions)</i>	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary, genres, forms, and elements.</li> <li>• <a href="#">Drama Skills</a> to learn the skills of creative expression in drama.</li> <li>• <a href="#">Character Cards</a> for elements of character and story creation.</li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> for examples of questions that probe for reflection and understanding.</li> </ul>
<b>THINKING</b>	
<i>Use of planning skills (e.g., formulating questions, generating ideas, gathering information, focusing research, outlining, organizing an arts presentation or project, brainstorming/bodystorming, blocking, sketching, using visual organizers, listing goals in a rehearsal log, inventing notation)</i>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Ensemble/Team</a> ➤ <a href="#">Assembly Line</a>, <a href="#">Build A Machine</a>, <a href="#">Comic Strip Story</a>, <a href="#">Gizmos and Gadgets</a>, <a href="#">Human Clay</a>, <a href="#">Radio</a>, <a href="#">Story Circle</a>, and <a href="#">Tableaux/Photograph</a> for games to rehearse and perform.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary related to blocking and staging.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Printable Pages</a> ➤ <a href="#">Charts and Posters</a> ➤ <a href="#">Stage Map</a> for blocking visual aid.</li> </ul>
<i>Use of processing skills (e.g., analysing, evaluating, inferring, interpreting, editing, revising, refining, forming conclusions, detecting bias, synthesizing)</i>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> for examples of questions that probe for reflection and understanding.</li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> ➤ <a href="#">Constructive Feedback</a> for methods of promoting deeper analysis.</li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Grade Levels/Ages</a> to find age-appropriate games using creative thinking and processing.</li> <li>• <a href="#">Arts Standards</a> ➤ <a href="#">Assessment</a> for resources to help with assessment and evaluation.</li> </ul>
<i>Use of critical/creative thinking processes (e.g., creative and analytical processes, design)</i>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Grade Levels/Ages</a> to find age-appropriate games using creative thinking and processing.</li> </ul>

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<p><i>process, exploration of the elements, problem solving, reflection, elaboration, oral discourse, evaluation, critical literacy, metacognition, invention, critiquing, reviewing)</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> to find games that develop the elements of creative expression in drama.</li> <li>• <a href="#">Character Cards</a> for 440 quick-pick ideas for creative expression and story creation.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary and tips on teaching terminology.</li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> for examples of questions that probe for reflection and analysis.</li> <li>• <a href="#">Arts Standards</a> ➤ <a href="#">Assessment</a> for resources to help with assessment and evaluation.</li> </ul>
<p><b>COMMUNICATION</b></p>	
<p><b><i>Expression and organization of ideas and understandings in drama</i></b> (e.g., expression of ideas and feelings using visuals, movements, the voice, gestures, phrasing, techniques), <b>and in oral and written forms</b> (e.g., clear expression and logical organization in critical responses to art works and informed opinion pieces)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> to find games that develop the elements of creative expression in drama.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of drama terms that can be used in speaking/writing about drama.</li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> for discussion and writing prompts for reflection and analysis.</li> <li>• <a href="#">Arts Standards</a> ➤ <a href="#">Assessment</a> for resources to help with assessment and evaluation.</li> <li>• <a href="#">Character Cards</a> for 440 quick-pick ideas for creative expression, story creation, and visual aids.</li> </ul>
<p><b><i>Communication for different audiences</i></b> (e.g., peers, adults, younger children) <b>and purposes through drama</b> (e.g., drama presentations, visual arts exhibitions, media installations, dance and music performances) <b>and in oral and written forms</b> (e.g., debates, analyses)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> ➤ <a href="#">Speech and Stage Skills</a> for games to help with performing for an audience.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of drama terms that can be used in speaking/writing about drama.</li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> for discussion and writing prompts for reflection and analysis.</li> <li>• <a href="#">Character Cards</a> for 440 quick-pick ideas for creative expression, character detail, and story creation.</li> </ul>
<p><b><i>Use of conventions in drama</i></b> (e.g., allegory, narrative or symbolic representation, style, articulation, drama conventions, choreographic forms, movement vocabulary) <b>and arts vocabulary and terminology in oral and written forms</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Disciplines</a> to find games that relate to various forms and conventions.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre terms, conventions, genres, and styles.</li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a> for discussion and writing prompts for reflection and analysis.</li> </ul>
<p><b>APPLICATION</b></p>	
<p><b><i>Application of knowledge and skills</i></b> (e.g., performance skills, composition, choreography, elements, principles, processes, technologies, techniques, strategies, conventions) <b>in familiar contexts</b> (e.g., guided improvisation, performance</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Disciplines</a> to find games that relate to various forms and conventions.</li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> to find games that develop the elements of creative expression in drama.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary and tips on teaching terminology.</li> </ul>

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<p><i>of a familiar work, use of familiar forms)</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Character Cards</a> for 440 quick-pick ideas for creative expression, character detail, and story creation.</li> <li>• <a href="#">Teaching Strategies</a> to learn how to plan for and lead lessons that maximize engagement and learning.</li> </ul>
<p><b>Transfer of knowledge and skills</b> (e.g., concepts, strategies, processes, techniques) <b>to new contexts</b> (e.g., a work requiring stylistic variation, an original composition, student-led choreography, an interdisciplinary or multidisciplinary project)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> to find creative activities by 70 different topics, skills, learning styles, and grade levels.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre vocabulary and tips on teaching terminology.</li> <li>• <a href="#">Character Cards</a> for 440 quick-pick ideas for creative expression, character detail, and story creation.</li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> to find games that integrate with other subjects and the other arts.</li> </ul>
<p><b>Making connections within and between various contexts</b> (e.g., between the arts; between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> to find games that integrate with other subjects and the other arts.</li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> for definitions of theatre and literary vocabulary (connection to literacy.)</li> <li>• <a href="#">Drama Skills</a> to understand the elements of creative expression in drama and connect to school and life skills.</li> <li>• <a href="#">Character Cards</a> for quick-pick ideas for vocabulary building in language arts (nouns, verbs, and adjectives).</li> </ul>

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<b>Specific Expectations Grade 9 Open</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
A1.1	Use a variety of print and non-print sources to generate and focus Ideas for drama activities and presentations	• <a href="#">Index of Games</a> > <a href="#">Grade Levels</a> > <a href="#">Older-HS</a> • <a href="#">Character Cards</a>	✓	✓
A1.2	Select and use appropriate forms to suit specific purposes in drama works	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a>	✓	✓
A1.3	Use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs in producing drama works	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a> • <a href="#">Character Cards</a>	✓	✓
A2.1	Use the elements of drama to suit an identified purpose and form in drama presentations	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> • <a href="#">Character Cards</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	✓
A2.2	Use a variety of conventions to develop character and shape the action in ensemble drama presentations	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization and Ensemble/Team</a> • <a href="#">Character Cards</a>	✓	✓
A3.1	Identify and use a variety of techniques or methods for establishing a rapport between performer and audience	• <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a> • <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a> • <a href="#">Character Cards</a>	✓	✓
A3.2	Use a variety of expressive voice and movement techniques to support the depiction of character	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Physical Expression, Vocal Expression, and Characterization</a> • <a href="#">Character Cards</a>	✓	✓
A3.3	Use a variety of technological tools to communicate or enhance specific aspects of drama works	• <a href="#">Lesson Plan Sections</a> > <a href="#">The Props</a>	✓	
B1.1	Use the critical analysis process before and during drama projects to identify and assess individual roles and responsibilities in producing drama works	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> • <a href="#">Arts Standards</a> > <a href="#">Assessment</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> > <a href="#">Constructive Feedback</a>	✓	
B1.2	Interpret short drama works and identify and explain their personal response to the works	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> > <a href="#">Constructive Feedback</a>	✓	
B1.3	Identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Aesthetic Appreciation</a>	✓	✓

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		• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>		
B2.1	Identify and explain the various purposes that drama serves or has served in diverse communities and cultures from the present and past	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Theatre History</a>	✓	✓
B2.2	Explain how dramatic exploration can contribute to personal growth and self-understanding	• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a> • <a href="#">Philosophy</a> > <a href="#">Benefits of Drama Education</a>	✓	
B2.3	Explain how dramatic exploration helps develop group skills and appreciation of communal values	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Cooperation/Collaboration</a>	✓	✓
B2.4	Identify ways in which dramatic exploration promotes an appreciation of diverse cultures and traditions	• <a href="#">Index of Games</a> > <a href="#">School Subjects</a> > <a href="#">Social Studies</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a>	✓	✓
B3.1	Identify specific collaborative skills and attitudes that are required in preparing and staging drama works and explain how they can be applied in other fields or activities	• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a> • <a href="#">Philosophy</a> > <a href="#">Benefits of Drama Education</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a>	✓	
B3.2	Identify specific social skills and personal characteristics they have acquired or strengthened through drama work that can help them succeed in other areas of life	• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a> • <a href="#">Philosophy</a> > <a href="#">Benefits of Drama Education</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a>	✓	
B3.3	Identify and describe various roles, responsibilities, and competencies of key personnel in theatre work	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Jobs of Theatre</a>	✓	✓
C1.1	Identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used or can be used to achieve specific purposes or effects	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> • <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> • <a href="#">Character Cards</a>	✓	✓
C1.2	Use correct terminology to refer to the forms, elements, conventions, and techniques of drama	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	✓
C1.3	Demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	✓
C2.1	Describe the origins and development of various drama forms,	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	✓

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	elements, conventions, and techniques	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> • <a href="#">Character Cards</a>		
C3.1	Identify and follow safe and ethical practices in drama activities	• <a href="#">Index of Games</a> • <a href="#">Teaching Strategies</a> > <a href="#">Classroom Management</a> • <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a>	✓	✓
C3.2	Identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Jobs of Theatre</a>	✓	✓
C3.3	Demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts	• <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a>	✓	

# Alignment With Curriculum Expectations for Ontario, Canada

## The Ontario Arts Curriculum 2010, Grades 9-12 Drama

<b>Specific Expectations Grade 10 Open</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
A1.1	Develop interpretations of issues from contemporary or historical sources	• <a href="#">Index of Games</a> > <a href="#">Grade Levels</a> > <a href="#">Older-HS</a> • <a href="#">Character Cards</a>	✓	✓
A1.2	Select and use appropriate forms to present identified issues from a variety of perspectives	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> • <a href="#">Character Cards</a>	✓	✓
A1.3	Use role play and characterization to explore personal and social issues	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a> • <a href="#">Character Cards</a>	✓	✓
A2.1	Select and combine the elements of drama to achieve a variety of purposes in ensemble presentations	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Ensemble/Team</a> • <a href="#">Character Cards</a>	✓	✓
A2.2	Use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a>	✓	✓
A3.1	Identify and use a variety of techniques to influence the audience in specific ways	• <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a> • <a href="#">Index of Games</a> > <a href="#">Drama Categories</a>	✓	✓
A3.2	Use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Physical Expression</a> , <a href="#">Vocal Expression</a> , and <a href="#">Characterization</a> • <a href="#">Character Cards</a>	✓	✓
A3.3	Use a variety of technological tools ( <i>e.g., light, sound, set design, props, models</i> ) to enhance the impact of drama works	• <a href="#">Lesson Plan Sections</a> > <a href="#">The Props</a>	✓	
B1.1	Use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> > <a href="#">Constructive Feedback</a>	✓	✓
B1.3	Identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Aesthetic Appreciation</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	
B2.1	Identify different types of drama and explain their function in diverse communities and cultures from the past and present	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Theatre History</a>	✓	✓

# Alignment With Curriculum Expectations for Ontario, Canada

## The Ontario Arts Curriculum 2010, Grades 9-12 Drama

B2.2	Explain how dramatic exploration helps develop awareness of different roles and identities people have in society	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> ➤ <a href="#">Benefits of Drama Education</a></li> </ul>	✓	✓
B2.3	Describe ways in which different types of dramatic exploration and drama presentations contribute to the school and broader community	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> ➤ <a href="#">Benefits of Drama Education</a></li> </ul>	✓	
B2.4	Identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a></li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a></li> </ul>	✓	✓
B3.1	Identify and describe skills, attitudes, and strategies they used in collaborative drama activities	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Cooperation/Collaboration</a></li> </ul>	✓	✓
B3.2	Identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> ➤ <a href="#">Benefits of Drama Education</a></li> </ul>	✓	
B3.3	Identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sectors	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Jobs of Theatre</a></li> <li>• <a href="#">Philosophy</a> ➤ <a href="#">Benefits of Drama Education</a></li> </ul>	✓	
C1.1	Identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Ensemble/Team</a></li> </ul>	✓	✓
C1.2	Demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Ensemble/Team</a></li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C1.3	Demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C2.1	Identify ways in which dramatic expression and performance reflect communities and cultures, past and present	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a></li> </ul>	✓	✓
C2.2	Describe how drama is used for various purposes in a range of social contexts	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a></li> </ul>	✓	✓

# Alignment With Curriculum Expectations for Ontario, Canada

## The Ontario Arts Curriculum 2010, Grades 9-12 Drama

C3.1	Identify and follow safe and ethical practices in drama activities	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> • <a href="#">Teaching Strategies</a> &gt; <a href="#">Classroom Management</a></li> <li>• <a href="#">Teaching Strategies</a> &gt; <a href="#">Teaching Audience Etiquette</a></li> </ul>	✓	✓
C3.2	Identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Skills</a></li> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> &gt; <a href="#">Jobs of Theatre</a></li> </ul>	✓	✓
C3.3	Demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts	<ul style="list-style-type: none"> <li>• <a href="#">Teaching Strategies</a> &gt; <a href="#">Teaching Audience Etiquette</a></li> </ul>	✓	

# Alignment With Curriculum Expectations for Ontario, Canada

## The Ontario Arts Curriculum 2010, Grades 9-12 Drama

<b>Specific Expectations Grade 11 University/College Preparation</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
A1.1	Develop interpretations of drama texts or other sources from a variety of Western and non-Western traditions as a basis for their own drama presentations	• <a href="#">Index of Games</a> > <a href="#">Grade Levels</a> > <a href="#">Older-HS</a> • <a href="#">Character Cards</a>	✓	✓
A1.2	Select and use appropriate drama forms to present a variety of adapted or original drama works	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> • <a href="#">Character Cards</a>	✓	✓
A1.3	Create and interpret a range of characters using a variety of acting approaches	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization</a> • <a href="#">Character Cards</a>	✓	✓
A2.1	Highlight selected elements of drama and subordinate others to achieve specific purposes	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> • <a href="#">Character Cards</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	✓
A2.2	Use a variety of drama conventions to establish a distinctive context or role in original or adapted works	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a>	✓	✓
A3.1	Use a variety of techniques to increase interaction with or participation by the audience	• <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a> • <a href="#">Index of Games</a> > <a href="#">Drama Categories</a>	✓	✓
A3.2	Use a range of techniques and acting approaches to refine performance during rehearsal	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Physical Expression, Vocal Expression, and Characterization</a> • <a href="#">Character Cards</a>	✓	✓
B1.1	Use the critical analysis process before and during drama projects to assign roles within the group, monitor the group process, and modify the roles and process as needed	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> > <a href="#">Constructive Feedback</a>	✓	✓
B1.3	Analyse and evaluate the aesthetic and technical aspects of drama works of diverse genres and styles	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Aesthetic Appreciation</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a>	✓	✓
B2.1	Analyse different styles of drama and explain their influence on artistic and social conditions in diverse communities and cultures from the past and present	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Theatre History</a>	✓	✓

# Alignment With Curriculum Expectations for Ontario, Canada

## The Ontario Arts Curriculum 2010, Grades 9-12 Drama

B2.2	Identify ways in which drama can influence personal growth, relationships with others, and aesthetic judgement	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> ➤ <a href="#">Benefits of Drama Education</a></li> </ul>	✓	
B2.3	Identify ways in which drama can influence the broader community	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a></li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a></li> </ul>	✓	✓
B2.4	Explain how different types of theatre mirror cultural diversity and local or regional concerns in Canadian and global societies from the past and present	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a></li> <li>• <a href="#">Teacher Talk</a> ➤ <a href="#">Evaluation Questions</a></li> </ul>	✓	✓
B3.1	Identify the collaborative skills and techniques they used to produce ensemble drama works, and explain how they can be applied in a variety of other contexts	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Cooperation/Collaboration</a></li> </ul>	✓	✓
B3.2	Analyse their use of the creative process in drama activities, and explain what they learned from it and how that learning can be applied in work and other social contexts	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> ➤ <a href="#">Benefits of Drama Education</a></li> </ul>	✓	
B3.3	Relate the various functions they have performed in drama activities to educational and career opportunities in the broader educational and arts sectors	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a></li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Jobs of Theatre</a></li> </ul>	✓	✓
C1.1	Identify and describe the forms, elements, conventions, and techniques used in a variety of drama styles, and explain how they help achieve specific purposes and effects	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a></li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C1.2	Use correct terminology for the various components and processes of their own and others' drama works	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C1.3	Demonstrate an understanding of production and promotion roles, practices, and terminology	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C2.1	Locate, synthesize, and communicate information about scripts, performance spaces, and theatre traditions from different periods and cultures	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Theatre History</a></li> </ul>	✓	✓
C3.1	Identify and follow safe and ethical practices in all drama activities	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> • <a href="#">Teaching Strategies</a> ➤ <a href="#">Classroom Management</a></li> </ul>	✓	✓

# Alignment With Curriculum Expectations for Ontario, Canada

## The Ontario Arts Curriculum 2010, Grades 9-12 Drama

		• <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a>		
C3.2	Demonstrate an understanding of the tasks and responsibilities involved in producing drama works	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Jobs of Theatre</a>	✓	✓
C3.3	Demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama work and formal performance contexts	• <a href="#">Index of Games</a> > <a href="#">Grade Levels</a> > <a href="#">Older-HS</a> • <a href="#">Character Cards</a> • <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a>	✓	✓

# Alignment With Curriculum Expectations for Ontario, Canada

## The Ontario Arts Curriculum 2010, Grades 9-12 Drama

<b>Specific Expectations Grade 11 Open</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	<b>Book</b>	<b>Cards</b>
A1.1	Develop interpretations of contemporary and historical sources from diverse cultures to use as the basis for drama	• <a href="#">Index of Games</a> > <a href="#">Grade Levels</a> > <a href="#">Older-HS</a> • <a href="#">Character Cards</a>	✓	✓
A1.2	Select and use appropriate dramatic forms to present themes or ideas about diverse cultures, contexts, and perspectives	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> • <a href="#">Character Cards</a>	✓	✓
A1.3	Use role play to explore the possibilities of different scenarios, situations, and characters	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a> • <a href="#">Character Cards</a>	✓	✓
A2.1	Identify distinctive uses of the elements of drama in texts and sources from a range of cultures and incorporate them in their own drama works	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> • <a href="#">Character Cards</a>	✓	✓
A2.2	Use a variety of drama conventions to clarify roles, relationships, and themes in individual and ensemble drama works	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a>	✓	✓
A3.1	Use a variety of techniques and technologies to communicate ideas to different audiences and for different purposes	• <a href="#">Teaching Strategies</a> > <a href="#">Teaching Audience Etiquette</a> • <a href="#">Index of Games</a> > <a href="#">Drama Categories</a>	✓	✓
A3.2	Select and use appropriate role development techniques during rehearsal and performance	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Improvisation</a> • <a href="#">Character Cards</a>	✓	✓
B1.1	Use the critical analysis process before and during drama projects to assign roles appropriately within the group and to monitor the group process	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> > <a href="#">Constructive Feedback</a>	✓	✓
B1.3	Analyse and evaluate the aesthetic and technical aspects of a variety of drama works, either completed or in progress, suggest reasons for their use, and assess their effectiveness	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> > <a href="#">Constructive Feedback</a>	✓	✓
B2.1	Identify different purposes for drama and the forms used to achieve these purposes in diverse communities and cultures from the past and present	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Theatre History</a>	✓	✓
B2.2	Identify ways in which drama can promote self- and social awareness	• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a> • <a href="#">Philosophy</a> > <a href="#">Benefits of Drama</a>	✓	

# Alignment With Curriculum Expectations for Ontario, Canada

## The Ontario Arts Curriculum 2010, Grades 9-12 Drama

B2.3	Identify ways in which drama works can promote social improvement and good citizenship	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> ➤ <a href="#">Benefits of Drama Education</a></li> </ul>	✓	
B2.4	Identify and interpret types of drama and specific drama works that portray distinct cultures and traditions	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Theatre History</a></li> </ul>	✓	✓
B3.1	Describe and assess the role of collaboration in their creative process	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a> ➤ <a href="#">Cooperation/Collaboration</a></li> </ul>	✓	✓
B3.2	Identify problem-solving techniques they have learned through drama activities, and explain how they can be applied in work and other social contexts	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a> ➤ <a href="#">Problem Solving</a></li> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a> • <a href="#">Philosophy</a> ➤ <a href="#">Benefits</a></li> </ul>	✓	✓
B3.3	Relate skills and knowledge they have developed through drama to opportunities for employment in the broader educational and arts sectors	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Skills</a></li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Jobs of Theatre</a></li> </ul>	✓	✓
C1.1	Identify and describe the forms, elements, conventions, and techniques used in a variety of drama styles, and explain their function in their own and others' drama works	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a></li> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C1.2	Use correct terminology for the forms, elements, conventions, and techniques they learn about through viewing and creating drama works	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C1.3	Demonstrate an understanding of production and promotion roles, practices, and terminology in producing and presenting drama works	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C2.1	Identify and describe theatre traditions from various cultures and historical periods	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C3.1	Identify and follow safe and ethical practices in drama activities	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> • <a href="#">Teaching Strategies</a> ➤ <a href="#">Classroom Management</a></li> </ul>	✓	✓
C3.2	Demonstrate an understanding of the tasks and responsibilities involved in producing drama works	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Jobs of Theatre</a></li> </ul>	✓	✓
C3.3	Observe correct theatre and audience etiquette in classroom drama work and formal performance contexts	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Grade Levels</a> ➤ <a href="#">Older-HS</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Teaching Strategies</a> ➤ <a href="#">Teaching Audience Etiquette</a></li> </ul>	✓	✓

# Alignment With Curriculum Expectations for Ontario, Canada

## The Ontario Arts Curriculum 2010, Grades 9-12 Drama

<b>Specific Expectations Grade 12 University/College Preparation</b>		<b>Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)</b>	<b>Book</b>	<b>Cards</b>
A1.1	Develop interpretations of drama texts from a variety of Western and non-Western dramatic traditions, past and present, as a basis for their own drama works	• <a href="#">Index of Games</a> > <a href="#">Grade Levels</a> > <a href="#">Older-HS</a> • <a href="#">Character Cards</a>	✓	✓
A1.2	Select and use a variety of drama forms to present original drama works	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> • <a href="#">Character Cards</a>	✓	✓
A1.3	Create and interpret a wide range of characters using a variety of acting approaches	• <a href="#">Index of Games</a> > <a href="#">Drama Skills</a> > <a href="#">Characterization</a> • <a href="#">Character Cards</a>	✓	✓
A2.1	Use the elements of drama to achieve specific purposes in drama works	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> > <a href="#">Elements of Theatre</a> • <a href="#">Character Cards</a>	✓	✓
A2.2	Use a variety of drama conventions to help identify and incorporate new or emerging ideas in drama works they are developing	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a>	✓	✓
A3.1	Demonstrate an understanding of how different acting and staging techniques reflect and support different purposes in drama	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Characterization and Directing</a>	✓	✓
A3.2	Use different acting approaches to explore and depict character in a variety of situations	• <a href="#">Index of Games</a> > <a href="#">Drama Categories</a> > <a href="#">Physical Expression, Vocal Expression, and Characterization</a> • <a href="#">Character Cards</a>	✓	✓
A3.3	Select and use a variety of technological tools to help convey mood, create tension, and suggest universal connections	• <a href="#">Lesson Plan Sections</a> > <a href="#">The Props</a>	✓	
B1.1	Use the critical analysis process to reflect on and justify or revise decisions in creating drama works	• <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> • <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a> > <a href="#">Constructive Feedback</a>	✓	✓
B1.3	Analyse and evaluate the aesthetic and technical aspects of a variety of drama works and/or theatrical productions	• <a href="#">Instructions</a> > <a href="#">Glossary of Terms</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a>	✓	✓
B2.1	Demonstrate an understanding of how drama questions social and cultural conditions in a variety of Canadian and global drama sources and traditions	• <a href="#">Index of Games</a> > <a href="#">School Subjects</a> > <a href="#">Social Studies</a> • <a href="#">Teacher Talk</a> > <a href="#">Evaluation Questions</a>	✓	✓

# Alignment With Curriculum Expectations for Ontario, Canada

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B2.2	Describe ways in which their personal experiences in drama have influenced their attitudes to others and their own world view	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> ➤ <a href="#">Benefits of Drama Education</a></li> </ul>	✓	
B2.4	Describe different approaches used to explore universal concepts and themes in the drama of diverse cultures	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">School Subjects</a> ➤ <a href="#">Social Studies</a></li> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Drama Categories</a></li> </ul>	✓	✓
B3.1	Outline the responsibilities of a variety of leadership and support roles in drama, including the skills and knowledge required, and evaluate their experiences in these roles in different contexts	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Jobs of Theatre</a></li> </ul>	✓	✓
B3.2	Identify skills they have acquired through drama activities and explain how they can contribute to success beyond the classroom	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> ➤ <a href="#">Benefits of Drama Education</a></li> </ul>	✓	
B3.3	Identify current and potential educational and career opportunities in the dramatic arts, and describe the competencies required in those fields	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Jobs of Theatre</a></li> </ul>	✓	✓
C1.1	Demonstrate an understanding of the nature and function of the forms, elements, conventions, and techniques associated with the theatre of a particular period or culture	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Theatre History</a></li> </ul>	✓	✓
C1.2	Use correct terminology for the styles, components, processes, and techniques of drama in creating and critiquing drama works and theatre performances	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C2.1	Demonstrate an understanding of the theatre traditions of a variety of historical periods and cultures	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Theatre History</a></li> </ul>	✓	✓
C3.1	Identify and follow safe and ethical practices in all drama activities	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> • <a href="#">Teaching Strategies</a> ➤ <a href="#">Classroom Management</a></li> </ul>	✓	✓
C3.2	Demonstrate an understanding of the tasks and responsibilities involved in producing drama works	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> ➤ <a href="#">Glossary of Terms</a> ➤ <a href="#">Jobs of Theatre</a></li> </ul>	✓	✓
C3.3	Demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama activities and formal performance contexts	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> ➤ <a href="#">Grade Levels</a> ➤ <a href="#">Older-HS</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Teaching Strategies</a> ➤ <a href="#">Teaching Audience Etiquette</a></li> </ul>	✓	✓

# Alignment With Curriculum Expectations for Ontario, Canada

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<b>Specific Expectations Grade 12 Open</b>		<b>Links Pathway(s) to Find Applicable Content</b> (Starting from Table of Contents on CD-ROM)	Book	Cards
A1.1	Use a variety of sources as a basis for creating scenes about workplace issues	<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> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation</a></li> </ul>	✓	✓
A1.2	Choose appropriate drama forms to explore a variety of perspectives on the world of work and business	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
A1.3	Create a scene or sequence of scenes featuring a character who demonstrates employability skills	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
A2.1	Combine and arrange the elements of drama to create scenes that explore common workplace roles and 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> • <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Improvisation</a></li> </ul>	✓	✓
A2.2	Use a variety of drama conventions to interpret roles and issues in the workplace	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
A3.1	Use a variety of techniques to engage specific workplace audiences for various purposes	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
A3.2	Use various drama techniques to enhance workplace presentations	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
B1.1	Use the critical analysis process to determine the responsibilities attached to different roles within the group and to guide and monitor progress	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Talk</a> &gt; <a href="#">Evaluation Questions</a> • <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>	✓	✓
B1.2	Analyse presentations about workplace topics to determine how accurately they depict workplace realities	<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> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
B2.1	Demonstrate an understanding of how knowledge and skills developed through drama can be used in social and workplace contexts	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> &gt; <a href="#">Benefits of Drama Education</a></li> </ul>	✓	
B2.2	Identify ways in which drama activities strengthen their social and employability skills	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> &gt; <a href="#">Benefits of Drama Education</a></li> </ul>	✓	

# Alignment With Curriculum Expectations for Ontario, Canada

## The Ontario Arts Curriculum 2010, Grades 9-12 Drama

B2.3	Explain how drama activities provide insight into different types of roles, social or occupational hierarchies, and issues they may encounter in the workplace	<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>	✓	✓
B2.4	Describe ways in which dramas or other works that use elements of drama can reflect the culture and experience of work	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a></li> </ul>	✓	✓
B3.1	Explain how the strategies for conflict resolution and team building used in drama can be applied in the workplace	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a> &gt; <a href="#">Cooperation/Collaboration</a></li> </ul>	✓	✓
B3.2	Identify personal strategies and skills they have developed through drama activities and explain how they can contribute to success in workplace contexts	<ul style="list-style-type: none"> <li>• <a href="#">Drama Skills</a> • <a href="#">Multiple Intelligences</a></li> <li>• <a href="#">Philosophy</a> &gt; <a href="#">Benefits of Drama Education</a></li> </ul>	✓	
B3.3	Identify and describe employment opportunities and careers in the theatre industry, and describe the competencies they require	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> &gt; <a href="#">Jobs of Theatre</a></li> </ul>	✓	✓
C1.1	Identify a variety of forms, elements, conventions, and techniques of drama and describe some of their functions	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Drama Categories</a></li> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C1.2	Use correct terminology for the styles, components, processes, and techniques of drama in creating and responding to drama works	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a></li> </ul>	✓	✓
C1.3	Demonstrate an understanding of the nature and purpose of informational and support materials for drama productions	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> • <a href="#">Character Cards</a></li> </ul>	✓	✓
C3.1	Identify and follow safe and ethical practices in drama activities and explain their relevance to workplace settings	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> • <a href="#">Teaching Strategies</a> &gt; <a href="#">Classroom Management</a></li> <li>• <a href="#">Index of Games</a> &gt; <a href="#">School Subjects</a> &gt; <a href="#">Social Studies</a></li> </ul>	✓	✓
C3.2	Demonstrate an understanding of tasks and responsibilities in producing drama works that have counterparts in other workplace settings	<ul style="list-style-type: none"> <li>• <a href="#">Instructions</a> &gt; <a href="#">Glossary of Terms</a> &gt; <a href="#">Jobs of Theatre</a></li> </ul>	✓	✓
C3.3	Demonstrate an understanding of correct theatre worker and audience etiquette and its relevance to other workplace contexts	<ul style="list-style-type: none"> <li>• <a href="#">Index of Games</a> &gt; <a href="#">Grade Levels</a> &gt; <a href="#">Older-HS</a> • <a href="#">Character Cards</a></li> <li>• <a href="#">Teaching Strategies</a> &gt; <a href="#">Teaching Audience Etiquette</a></li> </ul>	✓	✓