

Drama - Theatre Arts

Theatre Grade Kindergarten (#5004200) 2020 - 2022 (current)

Course Standards

Name	Description
TH.K.C.1.1:	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
TH.K.C.2.1:	Respond to a performance and share personal preferences about parts of the performance.
TH.K.C.3.1:	Recognize that individuals may like different things about a selected story or play.
TH.K.C.3.2:	Share reactions to a live theatre performance. Clarifications: e.g., formal or informal in classroom
TH.K.F.1.1:	Pretend to be an animal by imitating its movements and sounds. Clarifications: e.g., walking, eating, hunting, growling, grunting, roaring
TH.K.F.3.1:	Exhibit age-appropriate dramatic play behaviors. Clarifications: e.g., using imagination, leading and following, following directions
TH.K.H.2.1:	Identify how the elements of place and time can change a story.
TH.K.H.3.1:	Describe feelings related to watching a play. Clarifications: e.g., happy, sad, surprised, scared
TH.K.O.1.1:	Share opinions about a story with classmates.
TH.K.O.2.1:	Draw a picture of a favorite scene from a play. Clarifications: e.g., character, costume, set piece
TH.K.O.3.1:	Compare a story that is read to one that is acted out.
TH.K.S.1.1:	Demonstrate appropriate audience behavior at a live performance. Clarifications: e.g., listen quietly, applaud
TH.K.S.1.2:	Describe play-acting, pretending, and real life.
TH.K.S.1.3:	Describe personal preferences related to a performance.
TH.K.S.2.1:	Pretend to be a character from a given story.
TH.K.S.3.1:	Use imagination to show a person at work, using the body and voice to communicate ideas.
TH.K.S.3.2:	Describe the concept of beginning, middle, and ending in stories using dramatic play.
TH.K.S.3.3:	Demonstrate use of the stage space using dramatic play.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.SL.1.1:	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. Standard Relation to Course: Supporting
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting

	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.7.1:	
	<p>Standard Relation to Course: Supporting</p>
MU.K.C.1.4:	Identify singing, speaking, and whispering voices.
MU.K.C.2.1:	Identify similarities and/or differences in a performance.
MU.K.S.1.1:	<p>Improvise a response to a musical question sung or played by someone else.</p> <p>Clarifications: e.g., melodic, rhythmic</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p>Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p>
HE.K.B.5.3:	<p>Clarifications: Injury to self and/or others.</p>
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.

General Course Information and Notes

VERSION DESCRIPTION

Kindergarten students in theatre class explore their world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children's literature, while learning the fundamentals of structured storytelling in terms of sequenced events and a sense of beginning, middle, and end. Kindergarten students develop language skills together and extend their vocabulary significantly as they explore characterization. As children begin to gain more command over their intellectual and physical abilities, they explore their senses, the five Ws (who, what, when, where, and why) and other concepts through pantomime, using physicalization as a means of expression, and learn to distinguish between "real" and "pretend." During dramatic play, Kindergarteners also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004200

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: THEATRE GRADE K

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Primary Education (K-3)

Drama (Grades 6-12)

Course Standards

Name	Description
TH.K.C.1.1:	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
TH.K.C.2.1:	Respond to a performance and share personal preferences about parts of the performance.
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TH.K.F.3.1:	Exhibit age-appropriate dramatic play behaviors. Clarifications: e.g., using imagination, leading and following, following directions
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TH.K.O.1.1:	Share opinions about a story with classmates.
TH.K.O.2.1:	Draw a picture of a favorite scene from a play. Clarifications: e.g., character, costume, set piece
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TH.K.S.1.2:	Describe play-acting, pretending, and real life.
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TH.K.S.2.1:	Pretend to be a character from a given story.
TH.K.S.3.1:	Use imagination to show a person at work, using the body and voice to communicate ideas.
TH.K.S.3.2:	Describe the concept of beginning, middle, and ending in stories using dramatic play.
TH.K.S.3.3:	Demonstrate use of the stage space using dramatic play.
MA.K.12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K.12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

ELA.K12.EE.1.1:	<p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MU.K.C.1.4:	Identify singing, speaking, and whispering voices.
MU.K.C.2.1:	Identify similarities and/or differences in a performance.
MU.K.S.1.1:	<p>Improvise a response to a musical question sung or played by someone else.</p> <p>Clarifications: e.g., melodic, rhythmic</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.K.B.5.3:	<p>Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>Clarifications: Injury to self and/or others.</p>
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.

General Course Information and Notes

VERSION DESCRIPTION

Kindergarten students in theatre class explore their world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children's literature, while learning the fundamentals of structured storytelling in terms of sequenced events and a sense of beginning, middle, and end. Kindergarten students develop language skills together and extend their vocabulary significantly as they explore characterization. As children begin to gain more command over their intellectual and physical abilities, they explore their senses, the five Ws (who, what, when, where, and why) and other concepts through pantomime, using physicalization as a means of expression, and learn to distinguish between "real" and "pretend." During dramatic play, Kindergarteners also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

Course Number: 5004200

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE GRADE K
Course Length: Year (Y)

Course Status: State Board Approved
Grade Level(s): K

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Drama (Grades 6-12)

Theatre Grade 1 (#5004210) 2020 - 2022 (current)

Course Standards

Name	Description
TH.1.C.1.1:	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
TH.1.C.1.2:	Draw a picture from a favorite story and share with the class why the scene was important to the story.
TH.1.C.2.1:	Discuss what worked well and what didn't work well after acting out a story.
TH.1.C.2.2:	Identify elements of an effective performance.
TH.1.C.3.1:	Share opinions about selected plays. Pretend to be an animal or person living in an imagined place.
TH.1.F.1.1:	Clarifications: e.g., farm, zoo, jungle, house, circus, city, moon
TH.1.F.3.1:	Describe and discuss how to work together as actors.
TH.1.H.1.1:	Identify characters in stories from various cultures. Describe how people respond to special events in the community.
TH.1.H.1.2:	Clarifications: e.g., sporting event, graduation, surprise party, wedding
TH.1.H.2.1:	Re-tell a story, demonstrating respect, from a culture other than one's own. Identify similarities between plays and stories.
TH.1.H.3.1:	Clarifications: e.g., characters, settings, costumes
TH.1.O.1.1:	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
TH.1.O.2.1:	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
TH.1.O.3.1:	Compare a play to an animated movie that tells the same story.
TH.1.S.1.1:	Exhibit appropriate audience etiquette and response.
TH.1.S.1.2:	Demonstrate the differences between play-acting, pretending, and real life.
TH.1.S.1.3:	Explain personal preferences related to a performance.
TH.1.S.2.1:	Collaborate with others to present scenes from familiar stories. Use simple acting techniques to portray a person, place, action, or thing.
TH.1.S.3.1:	Clarifications: e.g., pantomime, voice
TH.1.S.3.2:	Describe characters and plot development discovered during dramatic play.
TH.1.S.3.3:	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.
LAFS.1.RI.2.4:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.1:	Standard Relation to Course: Supporting
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.W.1.3:	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
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MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting

	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	
	Explore how body parts move by using imitation and imagery.
DA.1.S.1.2:	<p>Clarifications: e.g., elbow circles: turn a crank; flex/point: gas peddle</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Explain the consequences of not following rules/practices when making healthy and safe decisions.
HE.1.B.5.3:	<p>Clarifications: Tooth decay and environmental damage.</p>
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
SC.1.P.12.1:	Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

General Course Information and Notes

VERSION DESCRIPTION

First-grade students in theatre class explore their expanding world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children's literature, while learning about structured storytelling in terms of plot, sequenced events, and a sense of beginning, middle, and end. First graders develop language skills together and extend their vocabulary significantly as they share opinions and aesthetic responses, discuss rudimentary character development and complete open-ended stories as a means of strengthening and celebrating their creativity and learning to solve challenges. As children continue to gain command over their intellectual and physical abilities and explore their senses and the five Ws (who, what, when, where, and why), they advance their literacy skills, particularly fluency, by reading and rehearsing their own lines and stories. Students use simple acting techniques to portray a person, place, action, or thing and pantomime becomes more detailed. During dramatic play, first graders also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004210

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE GRADE 1
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 1

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Primary Education (K-3)

Drama (Grades 6-12)

Theatre Grade 1 (#5004210) 2022 - And Beyond

Course Standards

Name	Description
TH.1.C.1.1:	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
TH.1.C.1.2:	Draw a picture from a favorite story and share with the class why the scene was important to the story.
TH.1.C.2.1:	Discuss what worked well and what didn't work well after acting out a story.
TH.1.C.2.2:	Identify elements of an effective performance.
TH.1.C.3.1:	Share opinions about selected plays. Pretend to be an animal or person living in an imagined place.
TH.1.F.1.1:	Clarifications: e.g., farm, zoo, jungle, house, circus, city, moon
TH.1.F.3.1:	Describe and discuss how to work together as actors.
TH.1.H.1.1:	Identify characters in stories from various cultures. Describe how people respond to special events in the community.
TH.1.H.1.2:	Clarifications: e.g., sporting event, graduation, surprise party, wedding
TH.1.H.2.1:	Re-tell a story, demonstrating respect, from a culture other than one's own. Identify similarities between plays and stories.
TH.1.H.3.1:	Clarifications: e.g., characters, settings, costumes
TH.1.O.1.1:	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
TH.1.O.2.1:	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
TH.1.O.3.1:	Compare a play to an animated movie that tells the same story.
TH.1.S.1.1:	Exhibit appropriate audience etiquette and response.
TH.1.S.1.2:	Demonstrate the differences between play-acting, pretending, and real life.
TH.1.S.1.3:	Explain personal preferences related to a performance.
TH.1.S.2.1:	Collaborate with others to present scenes from familiar stories. Use simple acting techniques to portray a person, place, action, or thing.
TH.1.S.3.1:	Clarifications: e.g., pantomime, voice
TH.1.S.3.2:	Describe characters and plot development discovered during dramatic play.
TH.1.S.3.3:	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. <p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers . Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced . Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking . For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
DA.1.S.1.2:	Explore how body parts move by using imitation and imagery. Clarifications: e.g., elbow circles: turn a crank; flex/point: gas peddle
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.1.B.5.3:	Explain the consequences of not following rules/practices when making healthy and safe decisions. Clarifications: Tooth decay and environmental damage.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
SC.1.P.12.1:	Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

General Course Information and Notes

VERSION DESCRIPTION

First-grade students in theatre class explore their expanding world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children's literature, while learning about structured storytelling in terms of plot, sequenced events, and a sense of beginning, middle, and end. First graders develop language skills together and extend their vocabulary significantly as they share opinions and aesthetic responses, discuss rudimentary character development and complete open-ended stories as a means of strengthening and celebrating their creativity and learning to solve challenges. As children continue to gain command over their intellectual and physical abilities and explore their senses and the five Ws (who, what, when, where, and why), they advance their literacy skills, particularly fluency, by reading and rehearsing their own lines and stories. Students use simple acting techniques to portray a person, place, action, or thing and pantomime becomes more detailed. During dramatic play, first graders also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004210

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: THEATRE GRADE 1

Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 1

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Primary Education (K-3)

Drama (Grades 6-12)

Theatre Grade 2 (#5004220) 2020 - 2022 (current)

Course Standards

Name	Description
TH.2.C.1.1:	Describe a character in a story and tell why the character is important to the story.
TH.2.C.1.2:	Respond to a play by drawing and/or writing about a favorite aspect of it.
TH.2.C.2.1:	Discuss the purpose of a critique.
TH.2.C.2.2:	Describe how an actor in a play, musical, or film creates a character.
TH.2.C.3.1:	Identify important characteristics to discuss when sharing opinions about theatre.
TH.2.F.1.1:	Create and sustain a character inspired by a class reading or activity.
TH.2.F.2.1:	Identify the jobs people can have in a theater. Clarifications: e.g., actor, director, playwright, technician
TH.2.F.3.1:	Identify what was successful about a collaborative theatre activity. Clarifications: e.g., take turns, share, be a good listener
TH.2.H.1.1:	Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.
TH.2.H.1.2:	Explain how to respond as an audience member in a different way, depending on the style of performance.
TH.2.H.2.1:	Identify universal characters in stories from different cultures.
TH.2.H.3.1:	Create dialogue for characters from a story.
TH.2.O.1.1:	Compare the differences between reading a story and seeing it as a play.
TH.2.O.1.2:	Explain the difference between the stage, backstage, and audience areas.
TH.2.O.2.1:	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.2.O.3.1:	Identify theatrical elements and vocabulary found in everyday life. Clarifications: e.g., listening, watching, costumes
TH.2.S.1.1:	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
TH.2.S.1.2:	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
TH.2.S.1.3:	Explain, using specific examples, why some individuals may or may not like a particular performance.
TH.2.S.2.1:	Collaborate with others to perform a scene and solve challenges.
TH.2.S.3.1:	Create imagined characters, relationships, and environments using basic acting skills. Clarifications: e.g., sensory recall, concentration, pantomime, vocal improvisation
TH.2.S.3.2:	Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.
TH.2.S.3.3:	Create the stage space to communicate character and action in specific locales.
LAFS.2.RL.2.6:	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LAFS.2.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. Standard Relation to Course: Supporting
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LAFS.2.W.1.3:	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
DA.2.F.3.1:	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
DA.2.O.3.1:	Use movement to interpret feelings, stories, pictures, and songs.
DA.2.S.2.1:	Demonstrate focus and concentration while listening to instructions and observing others' movement. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting Attend to precision.

MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.2.C.2.2:	Identify safety rules and procedures for selected physical activities.
	Clarifications: An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.2.R.6.2:	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3:	Identify ways to contribute as a member of a cooperative group.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.2.B.5.3:	Compare the consequences of not following rules/practices when making healthy and safe decisions.
	Clarifications: Negative emotions, accidents, injuries, and pollution.

General Course Information and Notes

VERSION DESCRIPTION

Second-grade theatre students explore their expanding world through use of imagination and creative dramatics. In a non-threatening setting, students gain confidence and proficiency as they role-play and re-tell stories based on an expanding body of high-quality children's literature from a variety of times and cultures, including fables. As they strengthen their knowledge of structured storytelling and plot, students learn to retain sequential information and transfer that ability to other settings and content areas. Students' life experiences inform and enrich their ability to explore characters and motivation, and the ability to discern nuance in dramatic play strengthens their ability to do so in print and oral language, as well. Second graders continue to increase their vocabulary through group discussions, writing original lines and simple scripts, and describing their own perceptions of stories and theatre. As students' cognitive and literacy skills advance, particularly in the areas of vocabulary acquisition and fluency, they portray a person, place, action, or thing with increasing detail and nuance and begin to differentiate theatre from other art forms. As students play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004220

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: THEATRE GRADE 2

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 2

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Primary Education (K-3)

Drama (Grades 6-12)

Theatre Grade 2 (#5004220) 2022 - And Beyond

Course Standards

Name	Description
TH.2.C.1.1:	Describe a character in a story and tell why the character is important to the story.
TH.2.C.1.2:	Respond to a play by drawing and/or writing about a favorite aspect of it.
TH.2.C.2.1:	Discuss the purpose of a critique.
TH.2.C.2.2:	Describe how an actor in a play, musical, or film creates a character.
TH.2.C.3.1:	Identify important characteristics to discuss when sharing opinions about theatre.
TH.2.F.1.1:	Create and sustain a character inspired by a class reading or activity.
TH.2.F.2.1:	Identify the jobs people can have in a theater. Clarifications: e.g., actor, director, playwright, technician
TH.2.F.3.1:	Identify what was successful about a collaborative theatre activity. Clarifications: e.g., take turns, share, be a good listener
TH.2.H.1.1:	Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.
TH.2.H.1.2:	Explain how to respond as an audience member in a different way, depending on the style of performance.
TH.2.H.2.1:	Identify universal characters in stories from different cultures.
TH.2.H.3.1:	Create dialogue for characters from a story.
TH.2.O.1.1:	Compare the differences between reading a story and seeing it as a play.
TH.2.O.1.2:	Explain the difference between the stage, backstage, and audience areas.
TH.2.O.2.1:	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.2.O.3.1:	Identify theatrical elements and vocabulary found in everyday life. Clarifications: e.g., listening, watching, costumes
TH.2.S.1.1:	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
TH.2.S.1.2:	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
TH.2.S.1.3:	Explain, using specific examples, why some individuals may or may not like a particular performance.
TH.2.S.2.1:	Collaborate with others to perform a scene and solve challenges.
TH.2.S.3.1:	Create imagined characters, relationships, and environments using basic acting skills. Clarifications: e.g., sensory recall, concentration, pantomime, vocal improvisation
TH.2.S.3.2:	Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.
TH.2.S.3.3:	Create the stage space to communicate character and action in specific locales.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

ELA.K12.EE.1.1:	<p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
DA.2.F.3.1:	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
DA.2.O.3.1:	Use movement to interpret feelings, stories, pictures, and songs.
DA.2.S.2.1:	Demonstrate focus and concentration while listening to instructions and observing others' movement.
PE.2.C.2.2:	<p>Identify safety rules and procedures for selected physical activities.</p> <p>Clarifications: An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
PE.2.R.6.2:	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3:	Identify ways to contribute as a member of a cooperative group.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.2.B.5.3:	<p>Compare the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>Clarifications: Negative emotions, accidents, injuries, and pollution.</p>

General Course Information and Notes

VERSION DESCRIPTION

Second-grade theatre students explore their expanding world through use of imagination and creative dramatics. In a non-threatening setting, students gain confidence and proficiency as they role-play and re-tell stories based on an expanding body of high-quality children's literature from a variety of times and cultures, including fables. As they strengthen their knowledge of structured storytelling and plot, students learn to retain sequential information and transfer that ability to other settings and content areas. Students' life experiences inform and enrich their ability to explore characters and motivation, and the ability to discern nuance in dramatic play strengthens their ability to do so in print and oral language, as well. Second graders continue to increase their vocabulary through group discussions, writing original lines and simple scripts, and describing their own perceptions of stories and theatre. As students' cognitive and literacy skills advance, particularly in the areas of vocabulary acquisition and fluency, they portray a person, place, action, or thing with increasing detail and nuance and begin to differentiate theatre from other art forms. As students play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004220

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE GRADE 2
Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 2

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Drama (Grades 6-12)

Theatre Intermediate 1 (#5004230) 2020 - 2022 (current)

Course Standards

Name	Description
TH.3.C.1.1:	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.
TH.3.C.1.2:	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
TH.3.C.2.1:	Revise a formal or informal performance after receiving a critique.
TH.3.C.2.2:	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.C.3.1:	Discuss the techniques that help create an effective theatre work.
TH.3.F.1.1:	Create and/or collect appropriate props and costumes and use them to help tell a story.
TH.3.F.1.2:	Arrange classroom furniture to create an environment for a story.
TH.3.F.2.1:	Identify non-theatre professions that require the same skills as are used in theatre.
TH.3.F.3.1:	Participate in a collaborative project to create a theatrical performance and reflect on the experience.
TH.3.H.1.1:	Understand how cultural differences are expressed through character, environment, and theme.
TH.3.H.1.2:	Interview an adult and create a story from his or her life using any theatrical form.
TH.3.H.2.1:	Identify geographical or cultural origins of stories.
TH.3.H.2.2:	Create and tell a story, fable, or tale.
TH.3.H.3.1:	Identify interpersonal skills that are learned through participation in a play.
TH.3.H.3.2:	Discuss differences between stories that are presented in different modes or time periods.
TH.3.H.3.3:	Plan and perform a simple performance based on a theme from another content area.
TH.3.O.1.1:	Describe how an actor creates a character.
TH.3.O.1.2:	Discuss why costumes and makeup are used in a play.
TH.3.O.2.1:	Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.O.2.2:	Collaborate to create a collage to show the emotion(s) of a particular story or play.
TH.3.O.3.1:	Compare the characteristics of theatre to television and movies.
TH.3.S.1.1:	Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.3.S.1.2:	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
TH.3.S.1.3:	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.3.S.2.1:	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
TH.3.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
TH.3.S.3.2:	Use information gained from research to shape the creation of a character.
TH.3.S.3.3:	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
TH.3.S.3.4:	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
DA.3.F.3.1:	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.
DA.3.S.1.1:	Create movement to express feelings, images, and stories.
DA.3.S.1.2:	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
DA.3.S.1.3:	Explore positive and negative space to increase kinesthetic awareness.
LAFS.3.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

	Standard Relation to Course: Supporting
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.3.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.3.C.2.2:	Understand the importance of safety rules and procedures in all physical activities. Clarifications: An example of a safety procedure is wearing a helmet when riding a bicycle.

General Course Information and Notes

VERSION DESCRIPTION

Third-grade* theatre students strengthen their knowledge of such theatre skills and concepts as storytelling, plot, pantomime, and awareness of the audience-performer relationship through imagination and creative dramatics. High-quality children's literature, including prose and poetry, continues to provide a strong foundation for development of their theatrical, literacy, and life skills as students begin to learn about history, culture, and the technical elements used to create theatre. Readers' Theatre may be introduced at this level, contributing to students' vocabulary acquisition and reading fluency, and both vocal and physical techniques are instituted as prerequisites for character analysis. Students add to their vocabulary through readings, group discussions, and development of simple scripts. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004230

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades PreK to 5 Education
 Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE-INTERM 1
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Drama (Grades 6-12)

Theatre Intermediate 1 (#5004230) 2022 - And Beyond

Course Standards

Name	Description
TH.3.C.1.1:	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.
TH.3.C.1.2:	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
TH.3.C.2.1:	Revise a formal or informal performance after receiving a critique.
TH.3.C.2.2:	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.C.3.1:	Discuss the techniques that help create an effective theatre work.
TH.3.F.1.1:	Create and/or collect appropriate props and costumes and use them to help tell a story.
TH.3.F.1.2:	Arrange classroom furniture to create an environment for a story.
TH.3.F.2.1:	Identify non-theatre professions that require the same skills as are used in theatre.
TH.3.F.3.1:	Participate in a collaborative project to create a theatrical performance and reflect on the experience.
TH.3.H.1.1:	Understand how cultural differences are expressed through character, environment, and theme.
TH.3.H.1.2:	Interview an adult and create a story from his or her life using any theatrical form.
TH.3.H.2.1:	Identify geographical or cultural origins of stories.
TH.3.H.2.2:	Create and tell a story, fable, or tale.
TH.3.H.3.1:	Identify interpersonal skills that are learned through participation in a play.
TH.3.H.3.2:	Discuss differences between stories that are presented in different modes or time periods.
TH.3.H.3.3:	Plan and perform a simple performance based on a theme from another content area.
TH.3.O.1.1:	Describe how an actor creates a character.
TH.3.O.1.2:	Discuss why costumes and makeup are used in a play.
TH.3.O.2.1:	Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.O.2.2:	Collaborate to create a collage to show the emotion(s) of a particular story or play.
TH.3.O.3.1:	Compare the characteristics of theatre to television and movies.
TH.3.S.1.1:	Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.3.S.1.2:	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
TH.3.S.1.3:	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.3.S.2.1:	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
TH.3.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
TH.3.S.3.2:	Use information gained from research to shape the creation of a character.
TH.3.S.3.3:	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
TH.3.S.3.4:	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
DA.3.F.3.1:	<p>Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.</p>
DA.3.S.1.1:	<p>Create movement to express feelings, images, and stories.</p>
DA.3.S.1.2:	<p>Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.</p>
DA.3.S.1.3:	<p>Explore positive and negative space to increase kinesthetic awareness.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
PE.3.C.2.2:	<p>Understand the importance of safety rules and procedures in all physical activities.</p> <p>Clarifications: An example of a safety procedure is wearing a helmet when riding a bicycle.</p>

General Course Information and Notes

VERSION DESCRIPTION

Third-grade* theatre students strengthen their knowledge of such theatre skills and concepts as storytelling, plot, pantomime, and awareness of the audience-performer relationship through imagination and creative dramatics. High-quality children's literature, including prose and poetry, continues to provide a strong foundation for

development of their theatrical, literacy, and life skills as students begin to learn about history, culture, and the technical elements used to create theatre. Readers' Theatre may be introduced at this level, contributing to students' vocabulary acquisition and reading fluency, and both vocal and physical techniques are instituted as prerequisites for character analysis. Students add to their vocabulary through readings, group discussions, and development of simple scripts. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004230

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: THEATRE-INTERM 1

Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Drama (Grades 6-12)

Theatre Intermediate 2 (#5004240) 2020 - 2022 (current)

Course Standards

Name	Description
TH.4.C.1.1:	Devise a story about an age-appropriate issue and explore different endings. Clarifications: e.g., strangers, healthy eating habits, bullying
TH.4.C.1.2:	Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.
TH.4.C.2.1:	Provide a verbal critique to help strengthen a peer's performance.
TH.4.C.2.2:	Reflect on the strengths and needs of one's own performance.
TH.4.C.2.3:	Describe the choices perceived in a peer's performance or design.
TH.4.C.3.1:	Identify the characteristics of an effective acting performance. Clarifications: e.g., Can I be seen? Can I be heard? Can I be understood?
TH.4.C.3.2:	Create an original scene or monologue based on a historical event or person.
TH.4.C.3.3:	Define the elements of a selected scene that create an effective presentation of an event or person.
TH.4.F.1.1:	Create a character based on a historical figure and respond to questions, posed by the audience, about that character.
TH.4.F.1.2:	Create sound and lighting effects to suggest the mood of a story.
TH.4.F.2.1:	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events. Clarifications: e.g., concert, dance performance, gallery opening, sports event, public speaker
TH.4.F.3.1:	Identify the leadership qualities of directors, actors, and/or technicians. Clarifications: e.g., punctuality, preparedness, dependability, self-discipline, problem-solving
TH.4.H.1.1:	Re-create a famous character from Florida history.
TH.4.H.1.2:	Define how a character might react to a new set of circumstances in a given story.
TH.4.H.1.3:	Identify playwrights whose lives or careers have a connection with Florida. Clarifications: e.g., Tennessee Williams, Nilo Cruz, Bruce Rodgers
TH.4.H.2.1:	Discover how the same idea or theme is treated in a variety of cultural and historic periods.
TH.4.H.2.2:	Re-tell stories, fables, and/or tales from cultures that settled in Florida.
TH.4.H.3.1:	Describe how individuals learn about themselves and others through theatre experiences.
TH.4.H.3.2:	Compare a historical play with actual historical events.
TH.4.H.3.3:	Create an original story after listening to music or viewing a work of art.
TH.4.O.1.1:	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.1.2:	Identify common audience conventions used when viewing a play. Clarifications: e.g., curtain open/close, blackout, lights dimming, blinking lights, bell ringing
TH.4.O.2.1:	Write a summary of dramatic events after reading or watching a play.
TH.4.O.2.2:	Create a mask to show a comic or tragic character.
TH.4.O.3.1:	Explain how theatre and its conventions are used to communicate ideas.
TH.4.O.3.2:	Explore how theatre is used to understand different cultures.
TH.4.S.1.1:	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.2:	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
TH.4.S.1.3:	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
TH.4.S.2.1:	Collaborate with others to share responsibilities for a production.
TH.4.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story. Clarifications: e.g., breath control, diction, concentration, control of isolated body parts
TH.4.S.3.2:	Use information gained from research to shape acting choices in a simple, historically based scene. Clarifications: e.g., print and non-print sources
TH.4.S.3.3:	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.S.3.4:	Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about

	the topic to explore ideas under discussion.
LAFS.4.SL.1.1:	<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Standard Relation to Course: Supporting</p>
DA.4.F.3.1:	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
DA.4.O.3.1:	Express ideas through movements, steps, and gestures.
DA.4.S.2.1:	Display attention, cooperation, and focus during class and performance.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.4.C.2.2:	<p>Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.</p> <p>Clarifications: An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.</p>
SS.4.A.9.1:	Utilize timelines to sequence key events in Florida history.

General Course Information and Notes

VERSION DESCRIPTION

Fourth-grade* theatre students strengthen their knowledge of theatre skills and concepts through imagination, creative dramatics, and writing their own monologues and short scenes. Also new to theatre at this level are basic stage techniques, ensemble techniques, and the early development of directorial skills through the collaborative process. High-quality children's literature continues to provide a strong foundation for development of students' theatrical, literacy, and life skills as students are more formally introduced to production (e.g., lighting, sound, stage management, costuming) and management (e.g., box office, publicity, audience engineering) areas of the physical theater. Improvisational exercises are used to create a sense of harmony and teamwork in the classroom and use of detailed pantomime is accelerated. Students also begin to support characterization through research, rather than imagination alone. The basic elements of acting technique are strengthened through the use of theatre exercises, light scene work, and new theatre vocabulary. The students explore theatre connections to geography, history, and a variety of cultures, particularly as they study, explore, and re-enact historical scenes from Florida history. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004240

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE-INTERM 2
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Drama (Grades 6-12)

Theatre Intermediate 2 (#5004240) 2022 - And Beyond

Course Standards

Name	Description
TH.4.C.1.1:	Devise a story about an age-appropriate issue and explore different endings. Clarifications: e.g., strangers, healthy eating habits, bullying
TH.4.C.1.2:	Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.
TH.4.C.2.1:	Provide a verbal critique to help strengthen a peer's performance.
TH.4.C.2.2:	Reflect on the strengths and needs of one's own performance.
TH.4.C.2.3:	Describe the choices perceived in a peer's performance or design.
TH.4.C.3.1:	Identify the characteristics of an effective acting performance. Clarifications: e.g., Can I be seen? Can I be heard? Can I be understood?
TH.4.C.3.2:	Create an original scene or monologue based on a historical event or person.
TH.4.C.3.3:	Define the elements of a selected scene that create an effective presentation of an event or person.
TH.4.F.1.1:	Create a character based on a historical figure and respond to questions, posed by the audience, about that character.
TH.4.F.1.2:	Create sound and lighting effects to suggest the mood of a story.
TH.4.F.2.1:	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events. Clarifications: e.g., concert, dance performance, gallery opening, sports event, public speaker
TH.4.F.3.1:	Identify the leadership qualities of directors, actors, and/or technicians. Clarifications: e.g., punctuality, preparedness, dependability, self-discipline, problem-solving
TH.4.H.1.1:	Re-create a famous character from Florida history.
TH.4.H.1.2:	Define how a character might react to a new set of circumstances in a given story.
TH.4.H.1.3:	Identify playwrights whose lives or careers have a connection with Florida. Clarifications: e.g., Tennessee Williams, Nilo Cruz, Bruce Rodgers
TH.4.H.2.1:	Discover how the same idea or theme is treated in a variety of cultural and historic periods.
TH.4.H.2.2:	Re-tell stories, fables, and/or tales from cultures that settled in Florida.
TH.4.H.3.1:	Describe how individuals learn about themselves and others through theatre experiences.
TH.4.H.3.2:	Compare a historical play with actual historical events.
TH.4.H.3.3:	Create an original story after listening to music or viewing a work of art.
TH.4.O.1.1:	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.1.2:	Identify common audience conventions used when viewing a play. Clarifications: e.g., curtain open/close, blackout, lights dimming, blinking lights, bell ringing
TH.4.O.2.1:	Write a summary of dramatic events after reading or watching a play.
TH.4.O.2.2:	Create a mask to show a comic or tragic character.
TH.4.O.3.1:	Explain how theatre and its conventions are used to communicate ideas.
TH.4.O.3.2:	Explore how theatre is used to understand different cultures.
TH.4.S.1.1:	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.2:	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
TH.4.S.1.3:	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
TH.4.S.2.1:	Collaborate with others to share responsibilities for a production.
TH.4.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story. Clarifications: e.g., breath control, diction, concentration, control of isolated body parts
TH.4.S.3.2:	Use information gained from research to shape acting choices in a simple, historically based scene. Clarifications: e.g., print and non-print sources
TH.4.S.3.3:	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.S.3.4:	Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency.
MA.K12.MTR.7.1:	<p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
DA.4.F.3.1:	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
DA.4.O.3.1:	Express ideas through movements, steps, and gestures.
DA.4.S.2.1:	Display attention, cooperation, and focus during class and performance.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.4.C.2.2:	<p>Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.</p> <p>Clarifications: An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.</p>
SS.4.A.9.1:	Utilize timelines to sequence key events in Florida history.

VERSION DESCRIPTION

Fourth-grade* theatre students strengthen their knowledge of theatre skills and concepts through imagination, creative dramatics, and writing their own monologues and short scenes. Also new to theatre at this level are basic stage techniques, ensemble techniques, and the early development of directorial skills through the collaborative process. High-quality children's literature continues to provide a strong foundation for development of students' theatrical, literacy, and life skills as students are more formally introduced to production (e.g., lighting, sound, stage management, costuming) and management (e.g., box office, publicity, audience engineering) areas of the physical theater. Improvisational exercises are used to create a sense of harmony and teamwork in the classroom and use of detailed pantomime is accelerated. Students also begin to support characterization through research, rather than imagination alone. The basic elements of acting technique are strengthened through the use of theatre exercises, light scene work, and new theatre vocabulary. The students explore theatre connections to geography, history, and a variety of cultures, particularly as they study, explore, and re-enact historical scenes from Florida history. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004240

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE-INTERM 2
Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Drama (Grades 6-12)

Theatre Intermediate 3 (#5004250) 2020 - 2022 (current)

Course Standards

Name	Description
TH.5.C.1.1:	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings. Clarifications: e.g., bullying, name-calling, cheating
TH.5.C.1.2:	Create an original pantomime using instrumental music created or found to set the mood.
TH.5.C.2.1:	Change and strengthen one's own performance based on coaching from a director.
TH.5.C.2.2:	Write a self-critique of a performance.
TH.5.C.2.3:	Defend an artistic choice for a theatrical work.
TH.5.C.2.4:	Identify correct vocabulary used in a formal theatre critique.
TH.5.C.3.1:	Discuss alternate performance possibilities of the same character in the same play.
TH.5.C.3.2:	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.
TH.5.C.3.3:	Define the visual elements that must be conveyed dramatically to make a scene effective.
TH.5.F.1.1:	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.
TH.5.F.1.2:	Create a new ending for a familiar story.
TH.5.F.1.3:	Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.
TH.5.F.2.1:	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood. Clarifications: e.g., area restaurants, printers, musicians, fabric stores, paint and hardware suppliers, parking attendants
TH.5.F.3.1:	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom. Clarifications: e.g., dedication, working toward mastery, punctuality, preparedness, dependability, self-discipline, problem-solving
TH.5.H.1.1:	Research and describe the context in which a specified playwright wrote a particular dramatic work.
TH.5.H.1.2:	Participate in a performance to explore and celebrate a variety of human experiences.
TH.5.H.2.1:	Recognize theatre works as a reflection of societal beliefs and values.
TH.5.H.2.2:	Identify types of early American theatre. Clarifications: e.g., melodrama, musical theatre
TH.5.H.3.1:	Identify symbolism in a play that is found in other art forms. Clarifications: e.g., red/anger or high energy, symmetry/order, asymmetry/energy or conflict
TH.5.H.3.2:	Compare theatre to other modes of communication. Clarifications: e.g., film, television, concerts, literature, visual art
TH.5.H.3.3:	Demonstrate how the use of movement and sound enhance the telling of a story.
TH.5.H.3.4:	Act out a character learned about in another content area. Clarifications: e.g., science, history, literature, physical education, health
TH.5.O.1.1:	Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.2:	Research types of props that might be found in a play.
TH.5.O.1.3:	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.O.2.1:	Create a story board of the major events in a play.
TH.5.O.2.2:	Make a list of types of props that might be found in a play.
TH.5.O.2.3:	Predict the ending of a play or performance.
TH.5.O.2.4:	Collaborate with others to develop and refine original scripts, and justify writing choices.
TH.5.O.3.1:	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
TH.5.O.3.2:	Explore how theatre can communicate universal truths across the boundaries of culture and language.
TH.5.S.1.1:	Describe the difference in responsibilities between being an audience member at live or recorded performances.
TH.5.S.1.2:	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.
TH.5.S.1.3:	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.5.S.2.1:	Collaborate with others to create productions and solve challenges.
TH.5.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations. Clarifications: e.g., breath control, diction, concentration, control of isolated body parts
TH.5.S.3.2:	Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece. Clarifications: e.g., print and non-print sources

TH.5.S.3.3:	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.
TH.5.S.3.4:	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.
LAFS.5.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	Standard Relation to Course: Supporting
LAFS.5.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	Standard Relation to Course: Supporting
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Standard Relation to Course: Supporting
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
DA.5.O.3.1:	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.5.F.2.2:	Explain why live performances are important to the career of the artist and the success of performance venues.

General Course Information and Notes

VERSION DESCRIPTION

Fifth-grade* theatre students expand their previously acquired knowledge of theatre skills and concepts through imagination, creative dramatics, writing their own monologues and short scenes, and research with a focus on improving individual performance and acting choices. Students explore theme development, play analysis, and the playwrights' intent to guide acting choices, along with the craft of directing at a more advanced level. High-quality children's literature continues to provide a strong foundation for development of students' theatrical, literacy, and life skills as students investigate and complete practical assignments in technical theatre and theatre management for staged productions. The use of improvisation is accelerated, shaping and molding their ability to think quickly and fostering a higher sense of autonomy. Students use research and their acquired theatre knowledge to analyze and develop a character from a play or a story of their choosing to present a monologue as that character. Students learn more intricate detailed of dramatic structure through play analysis and character analysis. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Elementary Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004250

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades PreK to 5 Education
 Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE-INTERM 3
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Drama (Grades 6-12)

Theatre Intermediate 3 (#5004250) 2022 - And Beyond

Course Standards

Name	Description
TH.5.C.1.1:	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings. Clarifications: e.g., bullying, name-calling, cheating
TH.5.C.1.2:	Create an original pantomime using instrumental music created or found to set the mood.
TH.5.C.2.1:	Change and strengthen one's own performance based on coaching from a director.
TH.5.C.2.2:	Write a self-critique of a performance.
TH.5.C.2.3:	Defend an artistic choice for a theatrical work.
TH.5.C.2.4:	Identify correct vocabulary used in a formal theatre critique.
TH.5.C.3.1:	Discuss alternate performance possibilities of the same character in the same play.
TH.5.C.3.2:	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.
TH.5.C.3.3:	Define the visual elements that must be conveyed dramatically to make a scene effective.
TH.5.F.1.1:	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.
TH.5.F.1.2:	Create a new ending for a familiar story.
TH.5.F.1.3:	Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.
TH.5.F.2.1:	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood. Clarifications: e.g., area restaurants, printers, musicians, fabric stores, paint and hardware suppliers, parking attendants
TH.5.F.3.1:	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom. Clarifications: e.g., dedication, working toward mastery, punctuality, preparedness, dependability, self-discipline, problem-solving
TH.5.H.1.1:	Research and describe the context in which a specified playwright wrote a particular dramatic work.
TH.5.H.1.2:	Participate in a performance to explore and celebrate a variety of human experiences.
TH.5.H.2.1:	Recognize theatre works as a reflection of societal beliefs and values.
TH.5.H.2.2:	Identify types of early American theatre. Clarifications: e.g., melodrama, musical theatre
TH.5.H.3.1:	Identify symbolism in a play that is found in other art forms. Clarifications: e.g., red/anger or high energy, symmetry/order, asymmetry/energy or conflict
TH.5.H.3.2:	Compare theatre to other modes of communication. Clarifications: e.g., film, television, concerts, literature, visual art
TH.5.H.3.3:	Demonstrate how the use of movement and sound enhance the telling of a story.
TH.5.H.3.4:	Act out a character learned about in another content area. Clarifications: e.g., science, history, literature, physical education, health
TH.5.O.1.1:	Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.2:	Research types of props that might be found in a play.
TH.5.O.1.3:	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.O.2.1:	Create a story board of the major events in a play.
TH.5.O.2.2:	Make a list of types of props that might be found in a play.
TH.5.O.2.3:	Predict the ending of a play or performance.
TH.5.O.2.4:	Collaborate with others to develop and refine original scripts, and justify writing choices.
TH.5.O.3.1:	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
TH.5.O.3.2:	Explore how theatre can communicate universal truths across the boundaries of culture and language.
TH.5.S.1.1:	Describe the difference in responsibilities between being an audience member at live or recorded performances.
TH.5.S.1.2:	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.
TH.5.S.1.3:	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.5.S.2.1:	Collaborate with others to create productions and solve challenges.
TH.5.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations. Clarifications: e.g., breath control, diction, concentration, control of isolated body parts
TH.5.S.3.2:	Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece. Clarifications: e.g., print and non-print sources

TH.5.S.3.3:	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.
TH.5.S.3.4:	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems.

	<ul style="list-style-type: none"> • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
DA.5.O.3.1:	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.5.F.2.2:	Explain why live performances are important to the career of the artist and the success of performance venues.

General Course Information and Notes

VERSION DESCRIPTION

Fifth-grade* theatre students expand their previously acquired knowledge of theatre skills and concepts through imagination, creative dramatics, writing their own monologues and short scenes, and research with a focus on improving individual performance and acting choices. Students explore theme development, play analysis, and the playwrights' intent to guide acting choices, along with the craft of directing at a more advanced level. High-quality children's literature continues to provide a strong foundation for development of students' theatrical, literacy, and life skills as students investigate and complete practical assignments in technical theatre and theatre management for staged productions. The use of improvisation is accelerated, shaping and molding their ability to think quickly and fostering a higher sense of autonomy. Students use research and their acquired theatre knowledge to analyze and develop a character from a play or a story of their choosing to present a monologue as that character. Students learn more intricate detailed of dramatic structure through play analysis and character analysis. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Elementary Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 5004250

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE-INTERM 3
Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Drama (Grades 6-12)

M/J Theatre 1 (#0400000) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.4:	Discuss the differences between presentational and representational theatre styles.
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Standard Relation to Course: Supporting
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Standard Relation to Course: Supporting
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELDK12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400000

Course Path: Section: Grades PreK to 12 Education

Courses > Grade Group: Grades 6 to 8 Education

Courses > Subject: Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 1

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Drama (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Elementary Education (Grades K-6)

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.4:	Discuss the differences between presentational and representational theatre styles.
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:	<p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400000

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 1

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Drama (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Elementary Education (Grades K-6)

M/J Theatre 2 (#0400010) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.3:	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. Clarifications: e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3:	Write alternate endings for a specified play.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.4:	Discuss the ways in which theatre experiences involve empathy and aesthetic distance. Clarifications: e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>Standard Relation to Course: Supporting</p>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	Attend to precision. <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	Look for and make use of structure. <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 2

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Drama (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.3:	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. Clarifications: e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3:	Write alternate endings for a specified play.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.4:	Discuss the ways in which theatre experiences involve empathy and aesthetic distance. Clarifications: e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task.

MA.K12.MTR.1.1:

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is

required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 2

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Drama (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

M/J Theatre 3 (#0400020) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
TH.68.C.1.6:	Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.1:	Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
TH.68.F.2.3:	Clarifications: e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.1:	Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3:	Write alternate endings for a specified play.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.
TH.68.S.1.4:	Clarifications: e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.1:	Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
TH.68.S.3.4:	Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound

LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.7.RL.2.5:	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>Standard Relation to Course: Supporting</p>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

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concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

Course Number: 0400020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 3

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Drama (Grades 6-12)

M/J Theatre 3 (#0400020) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
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	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
TH.68.C.1.6:	Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
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TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
TH.68.F.2.3:	Clarifications: e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
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TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
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TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
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TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
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TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3:	Write alternate endings for a specified play.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.
TH.68.S.1.4:	Clarifications: e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.1:	Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
TH.68.S.3.4:	Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

MA.K12.MTR.6.1:	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

VERSION DESCRIPTION

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

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GENERAL INFORMATION

Course Number: 0400020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 3

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Drama (Grades 6-12)

Course Standards

Name	Description
TH.68.C.1.1:	Devise an original work based on a community issue that explores various solutions to a problem. Clarifications: e.g., health, environment, politics, bullying
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
TH.68.S.3.4:	Lead small groups to safely select and create elements of technical theatre to signify a character or setting. Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Standard Relation to Course: Supporting

LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore advanced concepts and other aspects of theatre, and explore the elements of theatre design through practical application, projects, and increasingly complex dramatic literature. In parallel with their learning opportunities in theatre, they investigate careers in a wide variety of fields, including theatre and the other arts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Special Note: Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fl DOE.org/academics/college-career-planning/educators-toolkit/index.shtml>.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400025

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: M/J THEATRE 3 C/P
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Drama (Grades 6-12)

English (Grades 6-12)

Course Standards

Name	Description
TH.68.C.1.1:	<p>Devise an original work based on a community issue that explores various solutions to a problem.</p> <p>Clarifications: e.g., health, environment, politics, bullying</p>
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.1.6:	<p>Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.</p> <p>Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon</p>
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	<p>Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</p> <p>Clarifications: e.g., color, texture, shape, form, sound</p>
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.3.1:	<p>Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.</p> <p>Clarifications: e.g., royalties, copies, changing text</p>
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.3.1:	<p>Develop characterizations, using basic acting skills, appropriate for selected dramatizations.</p> <p>Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts</p>
TH.68.S.3.4:	<p>Lead small groups to safely select and create elements of technical theatre to signify a character or setting.</p> <p>Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

MA.K12.MTR.2.1:

- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students explore advanced concepts and other aspects of theatre, and explore the elements of theatre design through practical application, projects, and increasingly complex dramatic literature. In parallel with their learning opportunities in theatre, they investigate careers in a wide variety of fields, including theatre and the other arts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Special Note: Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida

Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml>.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400025

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 3 C/P

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Drama (Grades 6-12)

English (Grades 6-12)

M/J Theatre 4 (#0400030) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.1:	Devise an original work based on a community issue that explores various solutions to a problem. Clarifications: e.g., health, environment, politics, bullying
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.1.4:	Survey an aspect of theatre to understand the ways in which technology has affected it over time. Clarifications: e.g., staging, lights, costumes
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.3:	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. Clarifications: e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2:	Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.1:	Compare western theatre traditions with those of other cultures.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. Clarifications: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.1.4:	Discuss how the whole of a theatre performance is greater than the sum of its parts.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.2:	Discuss and apply the theatrical production process to create a live performance.

TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
	Use the elements of dramatic form to stage a play.
TH.68.S.3.2:	Clarifications: e.g., plot, character, dialogue, conflict and resolution, setting
	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.
TH.68.S.3.3:	Clarifications: e.g., people, events, time, place
	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
TH.68.S.3.4:	Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.8.SL.1.1:	<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
	Standard Relation to Course: Supporting
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Students study advanced acting, theatre history, and dramatic literature and read and write scenes and plays. Students' work brings together all facets of a theatre production, combining performance and technical theatre skills through collaboration on a variety of classroom and/or school productions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400030

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 4

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Drama (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Middle Grades English (Middle Grades 5-9)

Course Standards

Name	Description
TH.68.C.1.1:	Devise an original work based on a community issue that explores various solutions to a problem. Clarifications: e.g., health, environment, politics, bullying
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.1.4:	Survey an aspect of theatre to understand the ways in which technology has affected it over time. Clarifications: e.g., staging, lights, costumes
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.3:	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. Clarifications: e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2:	Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.1:	Compare western theatre traditions with those of other cultures.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. Clarifications: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.1.4:	Discuss how the whole of a theatre performance is greater than the sum of its parts.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.2:	Discuss and apply the theatrical production process to create a live performance.

TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
	Use the elements of dramatic form to stage a play.
TH.68.S.3.2:	<p>Clarifications: e.g., plot, character, dialogue, conflict and resolution, setting</p>
	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.
TH.68.S.3.3:	<p>Clarifications: e.g., people, events, time, place</p>
	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
TH.68.S.3.4:	<p>Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound</p>
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
MA.K12.MTR.3.1:	<p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.
MA.K12.MTR.4.1:	<p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, “Does this solution make sense? How do you know?” • Reinforce that students check their work as they progress within and after a task. • Strengthen students’ ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications:</p>

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students study advanced acting, theatre history, and dramatic literature and read and write scenes and plays. Students' work brings together all facets of a theatre production, combining performance and technical theatre skills through collaboration on a variety of classroom and/or school productions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400030

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 4

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)
Drama (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Middle Grades English (Middle Grades 5-9)

M/J Basic Theatre (MC) (#0400035) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use

technological tools to explore and deepen their understanding of concepts.

Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

General Course Information and Notes

GENERAL NOTES

Students learn the basics of theatre arts by exploring a character through such activities as pantomime, improvisation and effective speaking using articulation, projection and breathing. Students also explore elements of technical theatre by exploring the use of such elements as costumes, props and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0400035

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J BASIC THEATRE

Course Length: Semester (S)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Elementary Grades 1-6)

Course Standards

Name	Description
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.1:	Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
TH.68.H.3.5:	Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.1:	Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

Students learn the basics of theatre arts by exploring a character through such activities as pantomime, improvisation and effective speaking using articulation, projection and breathing. Students also explore elements of technical theatre by exploring the use of such elements as costumes, props and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend and assess learning in the classroom.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0400035

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J BASIC THEATRE

Number of Credits: Multiple Credit (more than 1 credit)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Elementary Grades 1-6)

M/J Acting 1 (#0400040) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.4:	Discuss the differences between presentational and representational theatre styles.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying

	assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Through simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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GENERAL INFORMATION

Course Number: 0400040	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Drama - Theatre Arts > SubSubject: General > Abbreviated Title: M/J ACTING 1 Course Length: Semester (S)
Course Type: Elective Course	Course Level: 1
Course Status: Course Approved	
Grade Level(s): 6,7,8	

Educator Certifications

Drama (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
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TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.4:	Discuss the differences between presentational and representational theatre styles.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers . Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Through simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400040

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J ACTING 1

Course Length: Semester (S)

Course Level: 1

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

M/J Acting 2 (#0400045) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.1:	Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.
TH.68.S.1.4:	Clarifications: e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.1:	Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own

MAFS.K12.MP.6.1:	reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
Look for and make use of structure.	
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

General Course Information and Notes

GENERAL NOTES

Students with previous acting experience continue to build skills and knowledge in acting through analysis, discussion, and classroom performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0400045	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Drama - Theatre Arts > SubSubject: General > Abbreviated Title: M/J ACTING 2 Course Length: Semester (S) Course Level: 2
Course Type: Elective Course Course Status: Course Approved Grade Level(s): 6,7,8	

Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.1:	Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.
TH.68.S.1.4:	Clarifications: e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.1:	Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	<p>In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

Students with previous acting experience continue to build skills and knowledge in acting through analysis, discussion, and classroom performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

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<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400045

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J ACTING 2

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

(current)

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.1:	Clarifications: e.g., color, texture, shape, form, sound
	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
	Describe historical and cultural influences leading to changes in theatre performance spaces and technology.
TH.68.H.2.6:	Clarifications: e.g., indoor theatres, proscenium, gas lighting, computers
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.1:	Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
TH.68.H.3.5:	Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.
TH.68.O.1.2:	Clarifications: e.g., costume, scenery, lighting
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

MAFS.K12.MP.5.1:	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students are introduced to the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operations of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400100

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J INTRO TECH THEA

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Beyond

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.1:	Clarifications: e.g., color, texture, shape, form, sound
	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
	Describe historical and cultural influences leading to changes in theatre performance spaces and technology.
TH.68.H.2.6:	Clarifications: e.g., indoor theatres, proscenium, gas lighting, computers
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.1:	Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
TH.68.H.3.5:	Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.
TH.68.O.1.2:	Clarifications: e.g., costume, scenery, lighting
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:	<p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Students are introduced to the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operations of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400100

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J INTRO TECH THEA

Course Length: Semester (S)

Course Level: 2

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

M/J Technical Theatre: Design and Production (#0400110) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.F.3.2:	Develop a list of line items that would typically be found in a production budget for a performance. Clarifications: e.g., royalties, publicity, set, costumes, theatre rental
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.6:	Describe historical and cultural influences leading to changes in theatre performance spaces and technology. Clarifications: e.g., indoor theatres, proscenium, gas lighting, computers
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.2:	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements. Clarifications: e.g., costume, scenery, lighting
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.3.4:	Lead small groups to safely select and create elements of technical theatre to signify a character or setting. Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone. Standard Relation to Course: Supporting
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

	<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students' work focuses on learning the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400110

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J TECH THEA DE&PR

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

English (Grades 6-12)

Drama (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

M/J Technical Theatre: Design and Production (#0400110)

2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.F.3.2:	Develop a list of line items that would typically be found in a production budget for a performance. Clarifications: e.g., royalties, publicity, set, costumes, theatre rental
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.6:	Describe historical and cultural influences leading to changes in theatre performance spaces and technology. Clarifications: e.g., indoor theatres, proscenium, gas lighting, computers
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.2:	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements. Clarifications: e.g., costume, scenery, lighting
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.3.4:	Lead small groups to safely select and create elements of technical theatre to signify a character or setting. Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

	<ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students' work focuses on learning the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400110

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J TECH THEA DE&PR

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

English (Grades 6-12)

Drama (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

M/J Musical Theatre 1 (#0400200) 2016 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. Clarifications: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Standard Relation to Course: Supporting
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Standard Relation to Course: Supporting
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Clarifications: e.g., listening maps, active listening, checklists
	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

MU.68.C.2.2:	Clarifications: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Clarifications: e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces. Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.1:	Clarifications: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	Demonstrate proper vocal or instrumental technique. Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.3:	Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. Clarifications: e.g., on the counts, fill the music
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, basic acting, basic vocal performance, basic dance/movement, non-dance movement, and staging, which transfer readily to musical theatre literature. Students will survey the current trends in musical theatre by studying representative literature. Students will explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0400200

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: M/J MUSIC THEATRE 1
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved

Educator Certifications

Drama (Grades 6-12)

Music (Elementary and Secondary Grades K-12)

M/J Musical Theatre 1 (#0400200) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. Clarifications: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MU.68.C.1.1:	<p>Develop strategies for listening to unfamiliar musical works.</p> <p>Clarifications: e.g., listening maps, active listening, checklists</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Clarifications: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Clarifications: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Clarifications: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
DA.68.O.3.5:	<p>Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.</p>
DA.68.S.3.2:	<p>Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.</p>
DA.68.S.3.3:	<p>Apply the mechanics of movement transitions and weight changes.</p> <p>Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery</p>
DA.68.S.3.4:	<p>Perform, using dance technique, with musical accuracy and expression.</p> <p>Clarifications: e.g., on the counts, fill the music</p>
DA.68.S.3.7:	<p>Practice a variety of dance sequences to increase agility and coordination in movement patterns.</p>
PE.8.C.2.5:	<p>Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.</p>
PE.8.M.1.7:	<p>Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

GENERAL NOTES

Student's coursework focuses on, but is not limited to, basic acting, basic vocal performance, basic dance/movement, non-dance movement, and staging, which transfer readily to musical theatre literature. Students will survey the current trends in musical theatre by studying representative literature. Students will explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0400200

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J MUSIC THEATRE 1

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Educator Certifications

Drama (Grades 6-12)

Music (Elementary and Secondary Grades K-12)

M/J Musical Theatre 2 (#0400205) 2016 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.4:	Survey an aspect of theatre to understand the ways in which technology has affected it over time.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. <p>Standard Relation to Course: Supporting</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1:	

	<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DA.68.C.1.3:	Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece. Clarifications: e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. Clarifications: e.g., on the counts, fill the music
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Clarifications: e.g., listening maps, active listening, checklists
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Clarifications: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Clarifications: e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.3.1:	Sing and/or play age-appropriate repertoire expressively. Clarifications: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	Demonstrate proper vocal or instrumental technique. Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>

PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, acting, vocal performance, dance/movement, and staging, which transfer readily to musical theatre literature. Students will survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and with representative, age appropriate literature. They will learn to analyze the structures, stories and settings of musical theatre exemplars to understand how those components serve the story. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:**

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0400205

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J MUSIC THEATRE 2

Course Level: 2

Course Status: Course Approved

Educator Certifications

Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)

M/J Musical Theatre 2 (#0400205) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards. Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
TH.68.C.1.6:	Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress. Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.1:	Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue. Survey an aspect of theatre to understand the ways in which technology has affected it over time.
TH.68.F.1.4:	Clarifications: e.g., staging, lights, costumes
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others. Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.
TH.68.H.2.2:	Clarifications: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene. Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.1:	Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

MA.K12.MTR.2.1:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
DA.68.C.1.3:	<p>Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece.</p> <p>Clarifications: e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props</p>
DA.68.H.1.2:	<p>Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.</p>
DA.68.O.3.5:	<p>Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.</p>
DA.68.S.3.3:	<p>Apply the mechanics of movement transitions and weight changes.</p> <p>Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery</p>
DA.68.S.3.4:	<p>Perform, using dance technique, with musical accuracy and expression.</p> <p>Clarifications: e.g., on the counts, fill the music</p>
DA.68.S.3.7:	<p>Practice a variety of dance sequences to increase agility and coordination in movement patterns.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MU.68.C.1.1:	<p>Develop strategies for listening to unfamiliar musical works.</p> <p>Clarifications: e.g., listening maps, active listening, checklists</p> <p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p>

MU.68.C.2.2:	Clarifications: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.4:	Clarifications: e.g., melodies using traditional classroom instruments and/or voice
	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.1:	Clarifications: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.2:	Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, acting, vocal performance, dance/movement, and staging, which transfer readily to musical theatre literature. Students will survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and with representative, age appropriate literature. They will learn to analyze the structures, stories and settings of musical theatre exemplars to understand how those components serve the story. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400205

Course Path: **Section:** Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: M/J MUSIC THEATRE 2
Course Level: 2

Course Status: State Board Approved

Educator Certifications

Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)

M/J Musical Theatre 3 (#0400210) 2016 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2:	Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. Clarifications: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
TH.68.S.3.2:	Use the elements of dramatic form to stage a play. Clarifications: e.g., plot, character, dialogue, conflict and resolution, setting
TH.68.S.3.3:	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments. Clarifications: e.g., people, events, time, place
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Standard Relation to Course: Supporting
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic,

LAFS.6.SL.1.1:	<p>text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
MU.68.C.1.1:	<p>Develop strategies for listening to unfamiliar musical works.</p> <p>Clarifications: e.g., listening maps, active listening, checklists</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Clarifications: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Clarifications: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Clarifications: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
DA.68.C.1.3:	<p>Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece.</p> <p>Clarifications: e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props</p>
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.3.4:	<p>Perform, using dance technique, with musical accuracy and expression.</p> <p>Clarifications: e.g., on the counts, fill the music</p>
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.

PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, intermediate acting, intermediate vocal performance, intermediate dance/movement, and staging, which transfer readily to music theatre literature. Students will learn from studying styles and techniques used by well-known singer-actor-dancers and choreographers and they will begin to build a performance portfolio. Students will begin to use their prior knowledge to develop scenes on their own and incorporate blocking, choreography and settings. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0400210

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: M/J MUSIC THEATRE 3
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved

Educator Certifications

Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)

M/J Musical Theatre 3 (#0400210) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue. Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2:	Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.6:	Discuss how a performer responds to different audiences. Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.
TH.68.H.2.2:	Clarifications: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene. Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.1:	Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
TH.68.S.3.2:	Use the elements of dramatic form to stage a play. Clarifications: e.g., plot, character, dialogue, conflict and resolution, setting
TH.68.S.3.3:	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments. Clarifications: e.g., people, events, time, place
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

MA.K12.MTR.2.1:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.

	<ul style="list-style-type: none"> Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MU.68.C.1.1:	<p>Develop strategies for listening to unfamiliar musical works.</p> <p>Clarifications: e.g., listening maps, active listening, checklists</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Clarifications: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Clarifications: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Clarifications: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
	<p>Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or</p>

DA.68.C.1.3:	aesthetic value within a dance piece.
	Clarifications: e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.4:	Clarifications: e.g., on the counts, fill the music
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, intermediate acting, intermediate vocal performance, intermediate dance/movement, and staging, which transfer readily to music theatre literature. Students will learn from studying styles and techniques used by well-known singer-actor-dancers and choreographers and they will begin to build a performance portfolio. Students will begin to use their prior knowledge to develop scenes on their own and incorporate blocking, choreography and settings. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400210

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: M/J MUSIC THEATRE 3
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Educator Certifications

Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)

M/J Drama Transfer (#0400220) 2015 - 2022 (current)

Course Standards

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

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0400220

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: M/J DRAMA TRAN
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K.12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K.12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400220

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J DRAMA TRAN

Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 6,7,8

Introduction to Drama (#0400300) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.910.L.1.1:	<ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their

own views and understanding and make new connections in light of the evidence and reasoning presented.

	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Standard Relation to Course: Supporting
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: INTROD DRAMA

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Introduction to Drama (#0400300) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations.

MA.K12.MTR.2.1:	<ul style="list-style-type: none"> Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems.

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
PE.912.M.1.8:	<p>Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: Half credit (.5)	Abbreviated Title: INTROD DRAMA
Course Type: Core Academic Course	Course Length: Semester (S)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Theatre 1 (#0400310) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus. Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Standard Relation to Course: Supporting
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text , order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.

PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: THEATRE 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Theatre 1 (#0400310) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

TH.912.S.2.3:	<p>Clarifications: e.g., relationships, wants, needs, motivations</p>
TH.912.S.2.4:	<p>Sustain a character or follow technical cues in a production piece to show focus. Strengthen acting skills by engaging in theatre games and improvisations.</p>
TH.912.S.2.8:	<p>Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
TH.912.S.3.2:	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p>
TH.912.S.3.3:	<p>Develop acting skills and techniques in the rehearsal process.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: THEATRE 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Theatre 2 (#0400320) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions. Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext

TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship. Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.2:	Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances. Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes. Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another. Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

MAFS.K12.MP.5.1:	<p>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: THEATRE 2 Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatre 2 (#0400320) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions. Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext

TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship. Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.2:	Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances. Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes. Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another. Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers . Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and **playwrights' contributions to theatre**; while **improvisation, creative dramatics**, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

GENERAL INFORMATION

Course Number: 0400320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEATRE 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatre 3 Honors (#0400330) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.2:	Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.7:	Clarifications: e.g., audience, writing, space, design
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.2:	Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
	Analyze and demonstrate how to use various media to impact theatrical productions.
TH.912.O.3.3:	Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.4:	Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications:

	e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.5:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.6:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: THEATRE 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Theatre 3 Honors (#0400330) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.2:	Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.7:	Clarifications: e.g., audience, writing, space, design
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.2:	Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
	Analyze and demonstrate how to use various media to impact theatrical productions.
TH.912.O.3.3:	Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.4:	Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications:

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

TH.912.S.2.9:

Research and defend one's own artistic choices as a designer.

TH.912.S.3.2:

Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

TH.912.S.3.3:

Develop acting skills and techniques in the rehearsal process.

TH.912.S.3.4:

Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.

TH.912.S.3.5:

Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.

TH.912.S.3.6:

Compare the Stanislavski Method with other acting methods to support development of a personal method.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1: Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
 6-8 Students continue with previous skills and use a style guide to create a proper citation.
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

Clarifications:
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

Clarifications:
 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
 In kindergarten, students learn to listen to one another respectfully.
 In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
 In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarifications:
 Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
 In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: THEATRE 3 HON Course Length: Year (Y)
Course Type: Core Academic Course	Course Attributes:
Course Status: State Board Approved	<ul style="list-style-type: none"> Honors
Grade Level(s): 9,10,11,12	Course Level: 3
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)

Theatre 4 Honors (#0400340) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.1:	Devise an original work based on a global issue that explores various solutions to a problem. Clarifications: e.g., global warming, AIDS, food shortage, genocide
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Clarifications: e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.

TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Create scenes that satirize current political or social events.
TH.912.H.2.9:	Clarifications: e.g., improvise, script, perform
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.2:	Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.3:	Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.5:	Clarifications: e.g., playwrights, performers, directors, producers, designers
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.7:	Clarifications: e.g., audience, writing, space, design
	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
TH.912.O.3.7:	Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.4:	Clarifications:

	e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.7:	Clarifications: e.g., blocking, pacing, mood, concept, style
	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other

mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

Analyze the movement performance of self and others.

PE.912.C.2.3:

Clarifications:

Some examples are video analysis and checklist.

PE.912.M.1.5:

Apply strategies for self improvement based on individual strengths and needs.

PE.912.M.1.8:

Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

MU.912.S.3.4:

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400340

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
 Education Courses > **Subject:** Drama - Theatre Arts
 > **SubSubject:** General >

Abbreviated Title: THEATRE 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Speech (Grades 6-12)

Theatre 4 Honors (#0400340) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.1:	Devise an original work based on a global issue that explores various solutions to a problem. Clarifications: e.g., global warming, AIDS, food shortage, genocide
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
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TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Clarifications: e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
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TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.

TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Create scenes that satirize current political or social events.
TH.912.H.2.9:	Clarifications: e.g., improvise, script, perform
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.2:	Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.3:	Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.5:	Clarifications: e.g., playwrights, performers, directors, producers, designers
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.7:	Clarifications: e.g., audience, writing, space, design
	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
TH.912.O.3.7:	Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.4:	Clarifications:

	e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.7:	Clarifications: e.g., blocking, pacing, mood, concept, style
	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
MA.K12.MTR.3.1:	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting

GENERAL INFORMATION

Course Number: 0400340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: THEATRE 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Drama (Grades 6-12)

English (Grades 6-12)

Speech (Grades 6-12)

Cambridge Pre-AICE Drama IGCSE Level (#0400345) 2014 -

And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0400345

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: PRE-AICE DRAMA IG

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/>.

GENERAL INFORMATION

Course Number: 0400346	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: AICE DRAMA AS LEVEL
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Speech (Grades 6-12)

Cambridge AICE Drama A Level (#0400347) 2020 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/>.

GENERAL INFORMATION

Course Number: 0400347	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: AICE DRAMA A LEVEL
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Speech (Grades 6-12)

Theatre History and Literature 1 (#0400350) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.2.3:	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>

General Course Information and Notes

VERSION DESCRIPTION

Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, texts-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400350

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Abbreviated Title: THEA HIST LIT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatre History and Literature 1 (#0400350) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.2.3:	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging.

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	<ul style="list-style-type: none"> • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400350

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: THEA HIST LIT 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatre History and Literature 2 Honors (#0400360) 2015 -

2022 (current)

Course Standards

Name	Description
TH.912.C.1.4:	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.8:	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
TH.912.C.3.1:	<p>Explore commonalities between works of theatre and other performance media.</p> <p>Clarifications: e.g., dance, mime, movies, street theatre, poetry reading</p>
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5:	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p> <p>Clarifications: e.g., script-writing, set design, costume design</p>
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9:	<p>Create scenes that satirize current political or social events.</p> <p>Clarifications: e.g., improvise, script, perform</p>
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.O.1.2:	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p>Clarifications: e.g., puppetry, masks, stage space, symbolism</p>
TH.912.O.2.3:	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.</p> <p>Clarifications: e.g., Shakespeare, classical Greek</p>
TH.912.O.2.5:	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Clarifications: e.g., playwrights, performers, directors, producers, designers</p>
TH.912.O.2.6:	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p>Clarifications: e.g., Aristotle's Poetics</p>
TH.912.O.2.7:	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p> <p>Clarifications: e.g., audience, writing, space, design</p>
TH.912.O.3.2:	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
TH.912.S.1.4:	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Clarifications:</p>

	e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting

General Course Information and Notes

VERSION DESCRIPTION

Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Special Notes:

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400360

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEA HIST LIT 2 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatre History and Literature 2 Honors (#0400360) 2022 -

And Beyond

Course Standards

Name	Description
TH.912.C.1.4:	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.8:	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
TH.912.C.3.1:	<p>Explore commonalities between works of theatre and other performance media.</p> <p>Clarifications: e.g., dance, mime, movies, street theatre, poetry reading</p>
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5:	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p> <p>Clarifications: e.g., script-writing, set design, costume design</p>
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9:	<p>Create scenes that satirize current political or social events.</p> <p>Clarifications: e.g., improvise, script, perform</p>
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.O.1.2:	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p>Clarifications: e.g., puppetry, masks, stage space, symbolism</p>
TH.912.O.2.3:	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.</p> <p>Clarifications: e.g., Shakespeare, classical Greek</p>
TH.912.O.2.5:	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Clarifications: e.g., playwrights, performers, directors, producers, designers</p>
TH.912.O.2.6:	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p>Clarifications: e.g., Aristotle's Poetics</p>
TH.912.O.2.7:	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p> <p>Clarifications: e.g., audience, writing, space, design</p>
TH.912.O.3.2:	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
TH.912.S.1.4:	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Clarifications:</p>

e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues

TH.912.S.2.3:

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

Clarifications:

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

TH.912.S.3.9:

Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

	<p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends</p>

General Course Information and Notes

VERSION DESCRIPTION

Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Special Notes:

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400360

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Drama - Theatre Arts

> **SubSubject:** General >

Abbreviated Title: THEA HIST LIT 2 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Acting 1 (#0400370) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
TH.912.F.1.1:	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>Clarifications: e.g., scenery, costumes, props</p>
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <p>Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.3.1:	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Clarifications: e.g., time management, interpersonal skills, making priorities</p>
TH.912.H.3.3:	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p>Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
TH.912.H.3.5:	<p>Explain how the social interactions of daily life are manifested in theatre.</p> <p>Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
TH.912.O.1.1:	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Clarifications: e.g., beats, actions, subtext</p>
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	<p>Strengthen acting skills by engaging in theatre games and improvisations.</p> <p>Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

- incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Standard Relation to Course: Supporting

LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.912.C.2.3:	Analyze the movement performance of self and others.
	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400370

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: ACTING 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Acting 1 (#0400370) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings.
	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre.
	Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
	Clarifications: e.g., beats, actions, subtext
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations.
	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
PE.912.M.1.8:	<p>Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400370

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Drama - Theatre Arts

> **SubSubject:** General >

Abbreviated Title: ACTING 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Acting 2 (#0400380) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.9:	Create scenes that satirize current political or social events. Clarifications: e.g., improvise, script, perform
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design

	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later,

MAFS.K12.MP.7.1:	students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400380	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: ACTING 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Acting 2 (#0400380) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.9:	Create scenes that satirize current political or social events. Clarifications: e.g., improvise, script, perform
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design

	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- **Connect solutions of problems to more complicated large-scale situations.**

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- **Evaluate results based on the given context.**

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
 6-8 Students continue with previous skills and use a style guide to create a proper citation.
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:
 Students will make inferences before the words infer or inference are introduced. **Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

ELA.K12.EE.4.1:	In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They **learn to break down a scene from a character's point of view, and also** learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400380

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Drama - Theatre Arts

> **SubSubject:** General >

Abbreviated Title: ACTING 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Acting 3 (#0400390) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.5:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.C.2.3:	
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on development of **significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process.** They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for communication and social skills.** To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400390

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: ACTING 3

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Acting 3 (#0400390) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.5:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K.12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K.12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400390

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: ACTING 3

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Acting 4 Honors (#0400400) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results. Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.
TH.912.C.2.2:	Clarifications: e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling. Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept,

TH.912.O.1.1:	characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship. Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.6:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
Use appropriate tools strategically.	
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
Standard Relation to Course: Supporting	
Attend to precision.	
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
Standard Relation to Course: Supporting	
Look for and make use of structure.	
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
Standard Relation to Course: Supporting	
PE.912.C.2.3:	Analyze the movement performance of self and others.
Clarifications: Some examples are video analysis and checklist.	
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: ACTING 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

Acting 4 Honors (#0400400) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Clarifications: e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept,

TH.912.O.1.1:	<p>characterization, and design.</p> <p>Clarifications: e.g., beats, actions, subtext</p>
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.6:	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p>Clarifications: e.g., Aristotle's Poetics</p>
TH.912.O.2.8:	<p>Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.</p> <p>Create a performance piece to document a significant issue or event.</p>
TH.912.O.3.4:	<p>Clarifications: e.g., pantomime, improvisation, scene, monologue</p>
TH.912.S.1.3:	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
TH.912.S.1.4:	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Clarifications: e.g., cultural, historical, symbolic, interpretive</p>
TH.912.S.2.3:	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.</p> <p>Clarifications: e.g., relationships, wants, needs, motivations</p>
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.6:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

ELA.K12.EE.1.1:	<p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent **thought, articulating and justifying their creative choices**. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: ACTING 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

International Baccalaureate Mid Yrs Program Drama 1 (#0400405) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0400405	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: IB MYP DRAMA 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Drama (Grades 6-12)

International Baccalaureate Mid Yrs Program Drama 2 (#0400406) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0400406

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB MYP DRAMA 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Drama (Grades 6-12)

Technical Theatre: Design and Production for Scenery and Props (#0400407) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications:

	e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one’s own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	Standard Relation to Course: Supporting
LAFS.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.

VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400407	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: TECH THE D/P SCEN PR
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre: Design and Production for Scenery and Props (#0400407) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications:

e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot

Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

TH.912.S.2.2:

Clarifications:

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

TH.912.S.2.6:

Transfer acting and technical skills and techniques from one piece of dramatic text to another.

TH.912.S.2.9:

Research and defend one's own artistic choices as a designer.

TH.912.S.3.1:

Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are **introduced**. **Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. **For example: "I think _____ because _____."** The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

ELA.K12.EE.6.1:

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400407	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: TECH THE D/P SCEN PR
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre: Design and Production for Costume, Makeup, and Hair (#0400409) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.4:	Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.1:	Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.1:	Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
	Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.910.L.1.1:	<ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	Standard Relation to Course: Supporting

LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
VA.912.S.3.7:	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
VA.912.S.3.8:	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Clarifications: e.g., media: ceramics, glass, wet, dry, digital</p>
VA.912.S.3.12:	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400409

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: TECH THE D/P CMH

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Technical Theatre: Design and Production for Costume, Makeup, and Hair (#0400409) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material. Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
VA.912.S.3.7:	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
VA.912.S.3.8:	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Clarifications: e.g., media: ceramics, glass, wet, dry, digital</p>
VA.912.S.3.12:	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400409

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: TECH THE D/P CMH

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Technical Theatre Design & Production 1 (#0400410) 2015 -

2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
LAFS.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1:	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
VA.912.S.2.6:	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Clarifications: e.g., structural elements of art, organizational principles of design, breadth</p>
VA.912.S.3.7:	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
VA.912.S.3.8:	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Clarifications: e.g., media: ceramics, glass, wet, dry, digital</p>
VA.912.S.3.12:	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.3.1:	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Clarifications: e.g., acoustics, sound amplification, materials, mechanics</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
SC.912.P.10.15:	Investigate and explain the relationships among current, voltage, resistance, and power.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: TECH THEA DES&PROD 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Technical Theatre Design & Production 1 (#0400410) 2022 -

And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

	<p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
VA.912.S.2.6:	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Clarifications: e.g., structural elements of art, organizational principles of design, breadth</p>
VA.912.S.3.7:	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
VA.912.S.3.8:	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Clarifications: e.g., media: ceramics, glass, wet, dry, digital</p>
VA.912.S.3.12:	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Clarifications:</p>

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.3.1:	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Clarifications: e.g., acoustics, sound amplification, materials, mechanics
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
SC.912.P.10.15:	Investigate and explain the relationships among current, voltage, resistance, and power.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400410	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: TECH THEA DES&PROD 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre Design & Production 2 (#0400420) 2015 -

2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions. Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions. Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.5:	Clarifications: e.g., script-writing, set design, costume design
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre. Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production. Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions. Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme. Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.

TH.912.O.3.6:	Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
TH.912.O.3.7:	Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
	Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
LAFS.910.SL.1.1:	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications: e.g., structural elements of art, organizational principles of design, breadth
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	Clarifications: e.g., media: ceramics, glass, wet, dry, digital
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

MAFS.K12.MP.5.1:	<p>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
MU.912.H.3.1:	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Clarifications: e.g., acoustics, sound amplification, materials, mechanics</p>
PE.912.M.1.5:	<p>Apply strategies for self improvement based on individual strengths and needs.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400420

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 9 to 12 and Adult
 Education Courses > **Subject:** Drama - Theatre Arts
 > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: TECH THEA DES&PROD 2

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre Design & Production 2 (#0400420) 2022 -

And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions. Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions. Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.5:	Clarifications: e.g., script-writing, set design, costume design
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre. Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production. Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions. Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme. Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.

TH.912.O.3.6:	<p>Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
TH.912.O.3.7:	<p>Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	<p>Clarifications: e.g., cultural, historical, symbolic, interpretive</p>
	Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	<p>Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	<p>Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </p>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </p>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
MA.K12.MTR.3.1:	<p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </p>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are **introduced**. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.3.1:	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Clarifications: e.g., acoustics, sound amplification, materials, mechanics
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400420

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: TECH THEA DES&PROD 2

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Technical Theatre Design & Production 3 (#0400430) 2015 -

2022 (current)

Course Standards

Name	Description
TH.912.C.1.4:	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
TH.912.C.3.3:	<p>Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.</p> <p>Synthesize research, analysis, and imagination to create believable characters and settings.</p>
TH.912.F.1.1:	<p>Clarifications: e.g., scenery, costumes, props</p>
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.3:	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p> <p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p>
TH.912.F.3.5:	<p>Clarifications: e.g., script-writing, set design, costume design</p>
TH.912.F.3.6:	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p> <p>Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.1:	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Clarifications: e.g., time management, interpersonal skills, making priorities</p>
TH.912.H.3.3:	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p>Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
TH.912.O.1.1:	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Clarifications: e.g., beats, actions, subtext</p>
TH.912.O.1.2:	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p>Clarifications: e.g., puppetry, masks, stage space, symbolism</p>

TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
Use appropriate tools strategically.	
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
Attend to precision.	
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
Look for and make use of structure.	
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. Clarifications: e.g., structural elements of art, organizational principles of design, breadth

General Course Information and Notes

VERSION DESCRIPTION

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400430

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: TECH THEA DES&PROD 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Technical Theatre Design & Production 3 (#0400430) 2022 -

And Beyond

Course Standards

Name	Description
TH.912.C.1.4:	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
TH.912.C.3.3:	<p>Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.</p> <p>Synthesize research, analysis, and imagination to create believable characters and settings.</p>
TH.912.F.1.1:	<p>Clarifications: e.g., scenery, costumes, props</p>
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.3:	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p> <p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p>
TH.912.F.3.5:	<p>Clarifications: e.g., script-writing, set design, costume design</p>
TH.912.F.3.6:	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p> <p>Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.1:	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Clarifications: e.g., time management, interpersonal skills, making priorities</p>
TH.912.H.3.3:	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p>Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
TH.912.O.1.1:	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Clarifications: e.g., beats, actions, subtext</p>
TH.912.O.1.2:	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p>Clarifications: e.g., puppetry, masks, stage space, symbolism</p>

TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.5:	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Clarifications: e.g., playwrights, performers, directors, producers, designers</p>
TH.912.O.2.7:	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p> <p>Clarifications: e.g., audience, writing, space, design</p>
TH.912.O.3.3:	<p>Analyze and demonstrate how to use various media to impact theatrical productions.</p> <p>Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting</p>
TH.912.O.3.6:	<p>Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.</p> <p>Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
TH.912.O.3.7:	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.</p> <p>Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>
TH.912.S.1.3:	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Clarifications: e.g., cultural, historical, symbolic, interpretive</p>
TH.912.S.2.1:	<p>Create one or more technical design documents for a theatrical production.</p> <p>Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
TH.912.S.2.2:	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <p>Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
VA.912.S.2.6:	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Clarifications: e.g., structural elements of art, organizational principles of design, breadth</p>

General Course Information and Notes

VERSION DESCRIPTION

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400430

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Drama - Theatre Arts

> **SubSubject:** General >

Abbreviated Title: TECH THEA DES&PROD 3

Course Length: Year (Y)

Course Level: 2

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Technical Theatre Design & Production 4

Honors (#0400440) 2015 - 2022 (current)

Course Standards

Name	Description
	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.4:	Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
	Apply the components of aesthetics and criticism to a theatrical performance or design.
TH.912.C.1.8:	Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.1:	Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.
TH.912.F.3.1:	Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions. Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.3:	Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	Clarifications: e.g., structural elements of art, organizational principles of design, breadth

General Course Information and Notes

VERSION DESCRIPTION

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400440

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: TECH THEA DES&PROD4H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Technical Theatre Design & Production 4

Honors (#0400440) 2022 - And Beyond

Course Standards

Name	Description
	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.4:	Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
	Apply the components of aesthetics and criticism to a theatrical performance or design.
TH.912.C.1.8:	Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.1:	Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.
TH.912.F.3.1:	Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions. Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.3:	Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	<ul style="list-style-type: none"> Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
VA.912.S.2.6:	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Clarifications: e.g., structural elements of art, organizational principles of design, breadth</p>

General Course Information and Notes

VERSION DESCRIPTION

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400440

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: TECH THEA DES&PROD4H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatrical Direction and Stage Management

1 (#0400500) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.4:	Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.6:	Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Explain how the social interactions of daily life are manifested in theatre.
TH.912.H.3.5:	Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications:

	e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.7:	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. Clarifications: e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,

express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

PE.912.M.1.5:

Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400500

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEA DIR & ST MAN 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatrical Direction and Stage Management

1 (#0400500) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.4:	Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.6:	Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Explain how the social interactions of daily life are manifested in theatre.
TH.912.H.3.5:	Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications:

	e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.7:	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. Clarifications: e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400500

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Drama - Theatre Arts
> SubSubject: General >

Number of Credits: One (1) credit

Abbreviated Title: THEA DIR & ST MAN 1
Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatrical Direction and Stage Management 2

Honors (#0400510) 2015 - 2022 (current)

Course Standards

Name	Description
	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.4:	Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
	Apply the components of aesthetics and criticism to a theatrical performance or design.
TH.912.C.1.8:	Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
TH.912.C.2.3:	Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.1:	Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.5:	Clarifications: e.g., script-writing, set design, costume design
	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.6:	Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications:

	e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.7:	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. Clarifications: e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.8:	Direct a scene or one-act play.
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

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

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

General Course Information and Notes

VERSION DESCRIPTION

Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400510

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: THEA DIR & ST MAN 2H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatrical Direction and Stage Management 2

Honors (#0400510) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.4:	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	<p>Apply the components of aesthetics and criticism to a theatrical performance or design.</p> <p>Clarifications: e.g., description, interpretation, judgment, theorizing</p>
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions.</p> <p>Clarifications: e.g., proscenium, thrust, arena, black box</p>
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</p> <p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p>
TH.912.C.2.8:	<p>Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
TH.912.C.3.2:	<p>Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.</p> <p>Synthesize research, analysis, and imagination to create believable characters and settings.</p>
TH.912.F.1.1:	<p>Clarifications: e.g., scenery, costumes, props</p>
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	<p>Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.</p> <p>Clarifications: e.g., body of work, references, résumé, artist statement</p>
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5:	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p> <p>Clarifications: e.g., script-writing, set design, costume design</p>
TH.912.F.3.6:	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p> <p>Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.3.1:	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Clarifications:</p>

	e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.7:	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. Clarifications: e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.8:	Direct a scene or one-act play.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.

	<ul style="list-style-type: none"> Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400510	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: THEA DIR & ST MAN 2H Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">• Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Voice and Diction (#0400540) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.2.3:	Standard Relation to Course: Supporting Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. Standard Relation to Course: Supporting
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of

LAFS.910.SL.1.1:	alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400540

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: VOICE & DICTION

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p>

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	<ul style="list-style-type: none"> • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400540

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Abbreviated Title: VOICE & DICTION

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatre Improvisation (#0400620) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
	Create scenes that satirize current political or social events.
TH.912.H.2.9:	Clarifications: e.g., improvise, script, perform
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Explain how the social interactions of daily life are manifested in theatre.
TH.912.H.3.5:	Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	Standard Relation to Course: Supporting
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting

LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400620

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: THEATRE IMPROV

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

Theatre Improvisation (#0400620) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
	Create scenes that satirize current political or social events.
TH.912.H.2.9:	Clarifications: e.g., improvise, script, perform
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Explain how the social interactions of daily life are manifested in theatre.
TH.912.H.3.5:	Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	<ul style="list-style-type: none"> • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400620
Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >
Abbreviated Title: THEATRE IMPROV
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Course Length: Year (Y)
Course Level: 2
Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Drama (Grades 6-12)

Theatre, Cinema and Film Production (#0400660) 2015 - 2022

(current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Explore commonalities between works of theatre and other performance media.
TH.912.C.3.1:	Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy. Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling. Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme. Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
TH.912.O.3.6:	Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances. Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400660

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Abbreviated Title: THEA CIN & FILM PROD

Course Length: Year (Y)

Course Level: 2

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Explore commonalities between works of theatre and other performance media.
TH.912.C.3.1:	Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy. Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling. Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme. Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
TH.912.O.3.6:	Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances. Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent. Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

VERSION DESCRIPTION

In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400660

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: THEA CIN & FILM PROD

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Musical Theatre 1 (#0400700) 2020 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions. Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production. Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.1:	

Standard Relation to Course: Supporting

LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
MU.912.C.1.1:	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Clarifications: e.g., listening maps, active listening, checklists</p>
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400700

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Drama - Theatre Arts

> **SubSubject:** General >

Abbreviated Title: MUSIC THEATRE 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

Dance (Elementary and Secondary Grades K-12)

Musical Theatre 1 (#0400700) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions. Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production. Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process. Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
DA.912.C.2.4:	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
DA.912.S.3.2:	<p>Develop and maintain flexibility, strength, and stamina for wellness and performance.</p>
MU.912.C.1.1:	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Clarifications: e.g., listening maps, active listening, checklists</p>
MU.912.C.2.1:	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	<p>Apply strategies for self improvement based on individual strengths and needs.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400700

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Abbreviated Title: MUSIC THEATRE 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)
Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Dance (Elementary and Secondary Grades K-12)

Musical Theatre 2 (#0400710) 2020 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9:	Create scenes that satirize current political or social events. Clarifications: e.g., improvise, script, perform
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values

Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of

TH.912.S.1.4:	the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Standard Relation to Course: Supporting
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting

	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.7.1:	
	<p>Standard Relation to Course: Supporting</p>
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.O.3.2:	Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.S.2.2:	Transfer expressive elements and performance techniques from one piece of music to another.
	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.1:	<p>Clarifications: e.g., improvisation, trial and error, collaboration</p>
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	<p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400710	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: MUSIC THEATRE 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Dance (Elementary and Secondary Grades K-12)

Drama (Grades 6-12)

Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

Musical Theatre 2 (#0400710) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9:	Create scenes that satirize current political or social events. Clarifications: e.g., improvise, script, perform
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of

TH.912.S.1.4:	the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.O.3.2:	Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.S.2.2:	Transfer expressive elements and performance techniques from one piece of music to another.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400710

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Abbreviated Title: MUSIC THEATRE 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Dance (Elementary and Secondary Grades K-12)

Drama (Grades 6-12)

Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

Musical Theatre 3 (#0400720) 2020 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent. Apply the components of aesthetics and criticism to a theatrical performance or design.
TH.912.C.1.8:	Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions. Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre. Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument. Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.5:	Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.3.4:	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.4:	Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
	Standard Relation to Course: Supporting
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.O.3.2:	Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.S.3.1:	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
	Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
PE.912.C.2.3:	Analyze the movement performance of self and others.
	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400720

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: MUSIC THEATRE 3

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Dance (Elementary and Secondary Grades K-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

Musical Theatre 3 (#0400720) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent. Apply the components of aesthetics and criticism to a theatrical performance or design.
TH.912.C.1.8:	Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions. Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre. Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument. Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.5:	Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.3.4:	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.4:	Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.2.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations.

MA.K12.MTR.3.1:

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.O.3.2:	Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.S.3.1:	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
DA.912.C.2.2:	<p>Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
DA.912.S.3.7:	<p>Move with agility, alone and relative to others, to perform complex dance sequences.</p> <p>Analyze the movement performance of self and others.</p>
PE.912.C.2.3:	<p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0400720

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: MUSIC THEATRE 3

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Dance (Elementary and Secondary Grades K-12)
Speech (Grades 6-12)
Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)

Pre-Advanced Placement Drama (#0400750) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at <https://pre-ap.collegeboard.org/courses>.

GENERAL INFORMATION

Course Number: 0400750

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: PRE-AP DRAMA

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Drama (Grades 6-12)

Speech (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Florida's Preinternational Baccalaureate Theatre

1 (#0400800) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.2:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.3:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.4:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.5:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.6:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.7:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.2.8:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.1:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.2:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.C.3.3:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.1:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.2:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.3:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.1:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.2:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.3:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.2.5:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.1:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.3:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.1:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.2:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.3:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.4:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.2:	Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.7:	Clarifications: e.g., audience, writing, space, design
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.2:	Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
	Analyze and demonstrate how to use various media to impact theatrical productions.
TH.912.O.3.3:	Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.4:	Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.

TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.9:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.3:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.5:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.6:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
LAFS.1112.RL.1.2:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
LAFS.1112.RL.1.3:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.2.4:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.SL.1.1:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.2:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.2.4:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.WHST.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.5:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.9:	Conduct short as well as more sustained research projects to answer a question (including a self-generated research question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
MAFS.K12.MP.5.1:	Draw evidence from informational texts to support analysis, reflection, and research. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

GENERAL NOTES

This course is designed to give an overview of theatre arts. Students are introduced to the fundamentals of stage tech, including make-up, costuming, set construction and lighting. Students perform improvisation, monologues, readings and acting scenes. The content includes an introduction to the process of directing, basic vocal techniques, movement, theory, production management and script writing. Students are primarily exposed to pieces in their native language. Students are encouraged to view at least one out-of-class production per nine weeks for critical review.

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0400800	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB THEATRE 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10	<ul style="list-style-type: none"> Honors
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Florida's Preinternational Baccalaureate Theatre

1 (#0400800) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.2:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.3:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.4:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.5:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.6:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.7:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.2.8:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.1:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.2:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.C.3.3:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.1:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.2:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.3:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.1:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.2:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.3:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.2.5:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.1:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.3:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.1:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.2:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.3:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.4:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.

TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another. Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.5:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.6:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
MA.K12.MTR.3.1:	<p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.
MA.K12.MTR.4.1:	<p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

GENERAL NOTES

This course is designed to give an overview of theatre arts. Students are introduced to the fundamentals of stage tech, including make-up, costuming, set construction and lighting. Students perform improvisation, monologues, readings and acting scenes. The content includes an introduction to the process of directing, basic vocal techniques, movement, theory, production management and script writing. Students are primarily exposed to pieces in their native language. Students are encouraged to view at least one out-of-class production per nine weeks for critical review.

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access** an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0400800	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB THEATRE 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes:
Grade Level(s): 9,10	<ul style="list-style-type: none"> Honors
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)

Florida's Preinternational Baccalaureate Theatre

2 (#0400805) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.1:	Devise an original work based on a global issue that explores various solutions to a problem. Clarifications: e.g., global warming, AIDS, food shortage, genocide
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Clarifications: e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.

TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Create scenes that satirize current political or social events.
TH.912.H.2.9:	Clarifications: e.g., improvise, script, perform
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.2:	Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.3:	Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.5:	Clarifications: e.g., playwrights, performers, directors, producers, designers
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.7:	Clarifications: e.g., audience, writing, space, design
	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
TH.912.O.3.7:	Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values

TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes. Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.7:	Clarifications: e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students an opportunity to gain experience and further their knowledge in theatre fundamentals. The content includes instruction in reading and interpretation of dramatic literature; techniques and mechanics of stagecraft, character analysis and portrayal; interpretive and analytical study of plays; theory and scriptwriting; and production of plays and other dramatic presentations. Students encounter international pieces including Japanese theater, theater of the Absurd, satire, as well as current works. All students are required to view at least one out-of-class production per nine weeks for critical review.

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0400805	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB THEATRE 2 Course Length: Year (Y)
	Course Attributes:
	<ul style="list-style-type: none"> Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Florida's Preinternational Baccalaureate Theatre

2 (#0400805) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.1:	Devise an original work based on a global issue that explores various solutions to a problem. Clarifications: e.g., global warming, AIDS, food shortage, genocide
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Clarifications: e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.

TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Create scenes that satirize current political or social events.
TH.912.H.2.9:	Clarifications: e.g., improvise, script, perform
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.2:	Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.3:	Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.5:	Clarifications: e.g., playwrights, performers, directors, producers, designers
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.7:	Clarifications: e.g., audience, writing, space, design
	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
TH.912.O.3.7:	Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values

TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
	Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.7:	Clarifications: e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
	Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
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All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

GENERAL INFORMATION

Course Number: 0400805

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: FL PRE-IB THEATRE 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

International Baccalaureate Theatre 1 (#0400810) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0400810

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB THEATRE 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

International Baccalaureate Theatre 2 (#0400820) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0400820

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB THEATRE 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

International Baccalaureate Theatre 3 (#0400830) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0400830

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB THEATRE 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

Drama Transfer (#0400990) 2015 - 2022 (current)

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0400990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: DRAMA TRAN

Course Length: Not Applicable

Course Type: Transfer Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

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GENERAL INFORMATION

Course Number: 0400990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: DRAMA TRAN

Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12