

**Program Name:** Basic Drama Projects  
**Course:** Course #-0400310 Theatre 1  
**Publisher:** Perfection Learning

Standard	Notes on Coverage
<p><a href="#">TH.912.C.1.2</a> 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.</p>	<p><b>Create:</b> Chapter 10 Project, pp. 100–108 (note 101, 2nd col., 107 1st paragraph, 108 last paragraph 1st col.); p. 109 Additional Projects #1, #4, #6; Chapter 11 Project, pp. 119-120; Unit Nine Part One, p. 558 Artistic Discipline  <b>Refine:</b> Peer Evaluation, Chapter 3, p. 26; Evaluate &amp; Apply, p. 26  <b>Sustain:</b> Chapter 11, p. 120 Evaluate &amp; Apply Artistic choices based on . . .  <b>Research:</b> Chapter 11, p. 119 Prepare, 2nd paragraph; p. 120 Evaluate &amp; Apply; Unit Nine Part One, p. 558 Artistic Discipline  <b>Rehearsal:</b> Unit Eight, Monologues, p. 477 Rehearsal Skills; Unit Nine Part One, p. 574, p. 580, #2  <b>Feedback:</b> Chapter 11, p. 120 Evaluate &amp; Apply, p. 12; Chapter 13, p. 140, 2nd col. top  <b>Refinement:</b> Chapter 3, Peer Evaluation, p. 26 last part; Unit Seven, Part One, p. 443 #9  <b>TR:</b> Unit Four, p. 68, 2nd and 4th activities; Assessment, pp. 198–205</p>
<p><a href="#">TH.912.C.1.3</a> Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.</p>	<p><b>SE:</b>  Chapter 12, p.130, Critique, The Language of Theatre, 4th bullet;  Chapter 18, p. 218, Here's How;  Chapter 18, pp. 220–222; p. 223 #4;</p> <p><b>TR:</b>  Chapter 18, p.87; Assessment, pp. 206–214</p>
<p><a href="#">TH.912.C.2.1</a> Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.</p>	<p><b>SE:</b>  Production challenges: Chapter 19, p. 239;  Facing Design Challenges, p. 240, #3  Acting challenges: Chapter 10, p.105,  Facing Acting Challenges; p. 108, 2nd paragraph;  Unit Nine Part One, Creative Problem Solving, p. 558,</p> <p><b>TR:</b> Unit Three, p. 47, 3rd activity</p>

<p><a href="#">TH.912.C.2.5</a> Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.</p>	<p><b>SE:</b> Chapter 8, p. 75, 2nd paragraph; Chapter 8, p. 81, Evaluate &amp; Apply; Chapter 10, p. 108, Evaluate and Apply; Chapter 22, p. 294, Evaluate &amp; Apply;</p> <p><b>ATE:</b> Unit One, p. 3 right channel; Chapter 12, 130 Evaluate &amp; Apply;</p> <p><b>TR:</b> Unit Two, p. 27, 4th activity; Unit Four, p. 68, 4th activity</p>
<p><a href="#">TH.912.C.2.7</a> Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</p>	<p><b>SE:</b> Chapter 1, p. 12, Evaluate &amp; Apply (<i>All chapters include this activity; here are a few more as examples: p. 19, 25, 36, 45</i>); Chapter 6, p. 61 #4; Chapter 19, 242 #5;</p> <p><b>ATE:</b> (All Evaluate &amp; Apply activities (e.g.12, 19. 25. 36. 45));</p> <p><b>TR:</b> Unit Four, p. 68, 3rd activity; Unit Seven, Part Three, p. 155, 3rd activity</p>
<p><a href="#">TH.912.C.2.8</a> Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p>	<p><b>SE:</b> Chapter 6, p. 60 Evaluate &amp; Apply, 61 #4; Chapter 8, p. 82 #5; Chapter 13, p. 141, Evaluate &amp; Apply, Chapter 14, p. 158, Evaluate &amp; Apply, Chapter 19, p. 242 #5, Unit Nine Part One, p. 579 last bullet, Unit Nine Part One, p. 580 #5; Part Seven, p. 602, 2nd and 3rd paragraphs;</p> <p><b>ATE:</b> Chapter 13, p. 141</p>
<p><a href="#">TH.912.C.3.1</a> Explore commonalities between works of theatre and other performance media.</p>	<p><b>SE:</b> Chapter 29, p. 405, 406 #9; Chapter 30, p. 419 #3</p> <p><b>ATE:</b> Chapter 1, p. 5 The Performing Arts; Chapter 14, p. 160 Substitute Teacher Activity</p> <p><b>TR:</b> Unit One, p. 3, 2nd activity; Unit Six, p. 128. 2nd activity</p>

<p><a href="#">TH.912.C.3.3</a> Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.</p>	<p><b>SE:</b> Chapter 18, pp. 216-219 (instruction); Chapter 18, p. 221 Project, 4th paragraph, Chapter 18, p. 223 #4;</p> <p><b>ATE:</b> Chapter 18, p. 216 top</p> <p><b>TR:</b> Chapter 18, p. 87, 5th bullet; Assessment, pp. 206–214</p>
<p><a href="#">TH.912.F.1.1</a> Synthesize research, analysis, and imagination to create believable characters and settings.</p>	<p><b>SE:</b> Chapter 11, p. 119, 2nd paragraph; Chapter 15, p. 176 #6; Chapter 19, p. 239, last paragraph, p. 242 #3; Unit Five Review, p. 347 #22; Unit Nine Part One, p. 558, Artistic Discipline</p> <p><b>ATE:</b> Chapter 10, p.102, The Character Inside and Out; Unit Nine Part One, p. 558, Artistic Discipline (characters), p. 559 top of 2nd col.</p> <p><b>TR:</b> Unit Six, p 128, 1st activity</p>
<p><a href="#">TH.912.F.1.2</a> Solve short conflict-driven scenarios through improvisation.</p>	<p><b>SE:</b> Chapter 5, p. 43, 2nd col, 1st complete paragraph; Chapter 5, p. 47, #1; Chapter 10, pp. 106–108; Unit Nine Part One, p. 566, 4th paragraph ff., p. 580 #1;</p> <p><b>TR:</b> Assessment, pp. 198–205</p>
<p><a href="#">TH.912.F.2.2</a> Assess the skills needed for theatre-related jobs in the community to support career selection.</p>	<p><b>SE:</b> Chapter 1, p. 10, Chapter 8, p. 81, Career Focus; Chapter 9, p. 90, Career Focus; Chapter 15, p. 174, Career Focus; Chapter 16, p. 189, Career Focus; Chapter 18, p. 219, Career Focus; Chapter 21, p. 280, Career Focus; Chapter 22, p. 294, Career Focus; Chapter 23, p. 309, Career Focus; Chapter 24, p. 330, Career Focus; Chapter 25, p. 341, Career Focus; Unit Nine Part Nine, p. 619 #3</p>

<p><a href="#">TH.912.F.3.3</a> Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p>	<p><b>SE:</b>  Discipline, Chapter 10, p. 101, 1st paragraph;  Chapter 16, p. 184, 2nd col. top independence and commitment to theatre process,  Chapter 10, pp. 104-105;  Chapter 16, p. 185, 1st paragraph;  Chapter 16, p. 185 An Actor's Credo;</p> <p><b>ATE:</b>  Chapter 10, p. 101, 1st paragraph (commitment and discipline);  Chapter 10, 2nd col. 1st paragraph;  Chapter 16, p. 188, left channel;  Unit Nine Part One, p. 558, Apply Your Expertise, Responsibility;</p> <p><b>TR:</b>  Handouts A and B, Student Contract and Letter to Parents or Caregivers;  Handout G, Performers' Etiquette; Handout H, Crew Etiquette</p>
<p><a href="#">TH.912.F.3.4</a> Discuss how participation in theatre supports development of life skills useful in content areas and organizational structures.</p>	<p><b>SE:</b>  Chapter 1, p. 9, Personal Value of Theatre, p. 13 #4;  Chapter 14, p. 160 #8;  Chapter 19, p. 242 #6;  Chapter 20, p. 262 first and final bullet;  Chapter 20, p. 263 #6;  Chapter 21, p. 283 #7;  Chapter 22, p. 295 #5;  Chapter 27, p. 374 #5</p> <p><b>ATE:</b>  Chapter 1, p. 9; Chapter 10, p. 104 top</p>
<p><a href="#">TH.912.F.3.5</a>. Monitor the tasks involved in the creative and design processes and ana-lyze ways those processes might be applied in the workforce.</p>	<p><b>SE:</b>  Chapter 12, p. 129, Ready, Set, Write;  Chapter 12, p. 132 #6;  Chapter 14, p. 160 #8;  Chapter 16, p. 193 #4;  Chapter 19, p. 231 2nd paragraph (instruction);  Chapter 19, p. 242 #6; Chapter 20, p. 261 Evaluate &amp; Apply;  Chapter 19, p. 263 #6; Chapter 21, p. 283 #7;  Chapter 25, p. 342 Evaluate &amp; Apply</p>

<p><a href="#">TH.912.H.1.1</a> Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p>	<p><b>SE:</b>  Chapter 12, p. 132 #4;  Chapter 14, p. 152 , 1st paragraph, 2nd col.;  Chapter 14, p. 153 Create a Character;  Chapter 14, p. 158, Critique, 1st bullet 2nd col;  Chapter 14, p. 160 #2, #7 Additional Projects;  Chapter 15, pp. 172-173;  Chapter 15, p.173 #2-3;  Chapter 15, p. 176 #4;  Chapter 19, p. 242 #5;  Unit Seven, Part One, p. 443 #1;  Unit Eight, p. 477, 2nd paragraph; p. 489 #1</p> <p><b>ATE:</b>  Chapter 15, p.172, Technical Elements of Drama, Visual Cue;</p> <p><b>TR:</b>  Unit Three, p. 47, 2nd activity;  Unit Four, p. 68, 1st activity;  Unit Six, p.127, 2nd activity;  Unit Seven, Part One, p. 153, 2nd activity;  Unit Seven, Part Three, p. 155, 2nd and 3rd activities;  Assessment, pp. 216–224</p>
<p><a href="#">TH.912.H.1.2</a> Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.</p>	<p><b>SE:</b>  Chapter 15, p.176 #7;  Unit Seven, Part One, p. 426 (lists plays covered in Part One),  Unit Seven, Part One, p.443 #4;  Unit Seven, Part Two, pp. 444–445 (lists plays covered in Part Two),  Unit Seven, Part Two, p. 459 #1, #3, #7, #9;  Unit Seven, Part Three, pp. 460–463 (lists plays covered in Part Three),  Unit Seven, Part Three, p. 473 #2, #6;  Unit Eight, pp. 475–555. This unit is a collection of monologues and scenes from diverse playwrights and includes introductory instruction ( pp. 477, 491–493) and follow-up activities (pp. 489, 554-555 ). Students are referred to these plays for study throughout the book in the Additional Projects section of the chapters (e.g. Chapter 1, p. 13 #5; Chapter 2, p. 21 #7; Chapter 4, p. 38 #4; Chapter 10, p. 109 #5; Chapter 12, p. 133, #4, #5;</p> <p><b>ATE:</b>  Chapter 19, p. 240, 3rd paragraph</p> <p><b>TR:</b>  Unit Seven, Part One, p. 153, 2nd activity</p>

<p><a href="#">TH.912.H.1.5</a> Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.</p>	<p><b>SE:</b> Chapter 13, p. 139, 2nd paragraph under Prepare;</p> <p><b>ATE:</b> Chapter 11, p. 119, left channel, 1st paragraph;</p> <p><b>TR:</b> Unit One, p. 3, 3rd activity Unit Six, p. 127, 3rd activity</p>
<p><a href="#">TH.912.H.2.2</a> Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works</p>	<p><b>SE:</b> Chapter 18, p. 223, #5;</p> <p><b>TR:</b> Unit Four, p. 69. 1st and 2nd activity; Unit Six, p. 127, last activity; Unit Seven, Part Two, p. 154, 1st activity</p>
<p><a href="#">TH.912.H.2.6</a> Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.</p>	<p><b>SE:</b> Unit Seven, Part Three, p. 465; Chapter 1, p. 13 #5; Chapter 12, p. 132 #5; Chapter 14, p.160 #7; Chapter 24, p. 333;</p> <p><b>TR:</b> Unit Five, p. 94, 1st and 2nd activity; Chapter 14, p.160 #17; Unit Seven, Part Three, p. 155 1st activity</p>
<p><a href="#">TH.912.H.3.3</a> Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p>	<p><b>SE:</b> Chapter 10, p.109 #2; Chapter 19, p. 242 #3; Chapter 26, p. 361 Evaluate &amp; Apply;</p> <p><b>TR:</b> Unit Three, p. 46, 1st activity; Unit Six, p. 127, 1st activity; Unit Seven, Part Two, p. 154, 2nd activity</p>
<p><a href="#">TH.912.H.3.5</a> Explain how the social interactions of daily life are manifested in theatre.</p>	<p><b>SE:</b> Chapter 1, p. 6 Theatre as Mirror; Chapter 10, p. 104, top of 2nd col.;</p> <p><b>TR:</b> Unit One, p. 3, 1st activity</p>

<p><a href="#">TH.912.O.1.1</a> 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><b>SE:</b> Chapter 11, pp. 114-116; Chapter 11, p. 119, Project; Chapter 15, pp. 173-175, Project;</p> <p><b>ATE:</b> Chapter 11, p. 114 left channel, top; Chapter 11, p. 115 right channel, top;</p> <p><b>TR:</b> Unit Five, p. 93, 1st activity</p>
<p><a href="#">TH.912.O.1.3</a>. Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p>	<p><b>SE: Director:</b> Chapter 9, p. 91; Chapter 15, pp. 173-175, p. 176 #1; Chapter 16, p. 181, p. 184, Rehearsals, p. 193 #1; Unit Eight, pp; 554-555, #2-#4; Unit Nine Part Two, pp. 581-584;</p> <p><b>TR: Director</b> Unit Four, p. 68, 1st activity</p> <p><b>SE: Designer:</b> Chapter 19, pp. 240-241; Chapter 19, p. 242 #5; Unit Nine, Part Seven, pp. 602-606;</p> <p><b>TR: Designer</b> Unit Four, p. 67, 3rd activity; Unit Five, p. 93, 1st through 4th activities; Unit Five, p. 94, last activity</p> <p><b>SE: Technician</b> Chapter 21, pp. 281-282, 283 #9; Chapter 23, pp. 307-309, Chapter 23, p. 319 #7;</p>

	<p>Unit Nine, Parts Three through Eight, pp. 588–615;</p> <p><b>ATE: Technician</b> Chapter 21, p. 276, Activity</p> <p><b>SE: Manager:</b> Unit Nine, p. 585</p> <p><b>SE: Performer:</b> Unit Three, pp. 98–144</p> <p><b>General:</b> <b>ATE:</b> Chapter 25, p. 336, 2nd Activity; <b>TR: Unit Four,</b> p. 67, 1st activity; Unit Seven, Part Two, p. 154, 2nd activity</p>
<p><a href="#">TH.912.O.2.4</a> Construct and perform a pantomime of a complete story, showing a full character arc.</p>	<p><b>SE:</b> Chapter 4 pp. 36–37, Project; Chapter 25, p. 343 #1; Chapter 27, p. 374 #7</p>
<p><a href="#">TH.912.O.2.8</a> Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.</p>	<p><b>SE:</b> Chapter 11, pp. 113-114 (instruction); Chapter 11, p. 121 #3; Chapter 18, p. 223 #7;</p> <p><b>ATE:</b> Chapter 18, p. 215 Activity</p>
<p><a href="#">TH.912.O.3.2</a> Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p>	<p><b>SE:</b> Chapter 7, pp. 65-68, 73; Chapter 17, pp.198–199; Chapter 19, pp. 232-233 Types of Stages;</p> <p><b>ATE:</b> Chapter 17, p. 199, top right channel; Chapter 19, p. 232, Activity;</p> <p><b>TR:</b> Handouts L and M; Unit Four, p. 68, last activity</p>

<p><a href="#">TH.912.S.1.1</a> Describe the interactive effect of audience members and actors on performances.</p>	<p><b>SE:</b> Chapter 18, p, 214, Someone to Listen and Respond; Chapter 18, p. 215, Audience Participation; Chapter 18, p. 222, 2nd paragraph;</p> <p><b>ATE:</b> Chapter 18, p. 215 Activity</p>
<p><a href="#">TH.912.S.1.6</a> Respond appropriately to directorial choices for improvised and scripted scenes.</p>	<p><b>SE:</b> Chapter 15, p. 176 #1;</p> <p><b>TE:</b> Chapter 15, p. 165, Activity; Chapter 16, p. 183, right channel, 3rd bullet</p>
<p><a href="#">TH.912.S.2.2</a> Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p>	<p><b>SE:</b> Chapter 9, p. 91; Chapter 20, p. 256, p. 263 #1, #2; Chapter 21, p. 277, 278, 283, #8, #9; Chapter 22, p. 288, 1st para second col.; Chapter 23, p. 306, 310 #3; Chapter 24, p. 327, p. 331 #5; Chapter 25, p. 339, last paragraph, p. 343 #6;</p> <p><b>ATE:</b> Chapter 20, p. 249, right channel, p. 256; Chapter 21, p. 278, left channel, p. 279 Tools Used to Execute a Plot; Chapter 23, p. 306, left channel, bottom;</p> <p><b>TR:</b> Handout I</p>
<p><a href="#">TH.912.S.2.3</a> 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><b>SE:</b> Chapter 11, p. 116-120; Chapter 15, p. 176 #3; Chapter 24, p. 331 #9; Unit Seven, Part One, p. 443 #4; Unit Eight, p. 477, 2nd paragraph; p. 489 #1</p>
<p><a href="#">TH.912.S.2.4</a> Sustain a character or follow technical cues in a production piece to show focus.</p>	<p><b>SE:</b> Chapter 10, p. 105, first complete paragraph, p. 109 #1; Chapter 16, p. 186, last paragraph; Chapter 21, p. 283 #9; Chapter 22, p. 288, last paragraph, p. 293, last paragraph 1st col.</p>

<p><a href="#">TH.912.S.2.8</a> Strengthen acting skills by engaging in theatre games and improvisations.</p>	<p><b>SE:</b> On Your Feet, Chapter 1, p. 4; Chapter 2, p. 14; Chapter 3, p. 22, p. 27 #3; Chapter 4, p. 38 #1-#3; Chapter 5, p. 42; Chapter 7, p. 64;</p> <p><b>ATE:</b> Chapter 9, p. 88, Activity</p> <p><b>TR:</b> Unit One, p. 3, 4th activity; Chapter 2, p. 9; Chapter 4, p. 17</p>
<p><a href="#">TH.912.S.3.2</a> Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p>	<p><b>SE:</b> Chapter 9, p. 87, Preview; Chapter 9, p. 93, #7; Unit Nine, Part One, p. 558, Artistic Discipline</p> <p><b>TR:</b> Unit Six, p. 127 5th activity</p>
<p><a href="#">TH.912.S.3.3</a> Develop acting skills and techniques in the rehearsal process.</p>	<p><b>SE:</b> Chapter 10, p.105, Techniques; Chapter 12, p. 132 #3; Chapter 16, p.185, Developing Rehearsals; Unit Nine, Part One, p. 574, Rehearsals;</p> <p><b>ATE:</b> Chapter 10, p. 105 bottom; Chapter 16, p. 185, 1st paragraph</p>
<p><a href="#">MA.K12.MTR.1.1</a> Actively participate in learning both individually and collectively.</p>	<p><b>SE:</b> p. v, last paragraph; Chapter 3, p. 26, Peer Evaluation; Chapter 16, p.185, 2nd complete paragraph; Unit Nine, Part One, pp. 579, 580 #2-#5;</p> <p><b>ATE:</b> Evaluate and Apply, p. 120;</p> <p><b>TR:</b> Handout N, Unit One, p. 1; Unit Two, p. 25; Unit Four, p. 65</p>

<p><a href="#">MA.K12.MTR.2.1</a> Demonstrate understanding by representing problems in multiple ways.</p>	<p><b>SE:</b> Chapter 19, p. 242, #1; Unit Nine, Part Seven, pp. 605–606, From Ideas to Final Design, p. 610 #1; Unit Seven, Part Two, p. 459 #4</p> <p><b>TR:</b> Handout N; Chapter 17, pp. 82–83; Unit Five, p. 91, p. 93, 5th activity; Chapter 19, p. 95; Unit Seven, p. 151</p>
<p><a href="#">MA.K12.MTR.3.1</a> Complete tasks with mathematical fluency.</p>	<p><b>SE:</b> Chapter 20, p. 263, #3; Unit Nine, Part Three, pp. 590-591, Mathematical Fluency, p. 592 #4–#6;</p> <p><b>ATE:</b> Chapter 19, p. 240, Prepare, 2nd paragraph; Chapter 20, p. 250, 1st activity;</p> <p><b>TR:</b> Handout N</p>
<p><a href="#">MA.K12.MTR.4.1</a> Engage in discussions that reflect on the mathematical thinking of self and others.</p>	<p><b>SE:</b> Unit Nine, Part One, p. 574 Rehearsal, p. 580 #2-#4;</p> <p><b>TR:</b> Handout N; Unit Five, p. 91</p>
<p><a href="#">MA.K12.MTR.5.1</a> Use patterns and structure to help understand and connect mathematical concepts.</p>	<p><b>SE:</b> Unit Nine, Part Four, p. 596, Lighting Plan, p. 597 #1;</p> <p><b>ATE:</b> Chapter 21, p. 274, left channel bottom;</p> <p><b>TR:</b> Handout N; Unit Four, p. 65; Unit Five, p. 91</p>

<p><a href="#">MA.K12.MTR.6.1</a> Assess the reasonableness of solutions.</p>	<p><b>SE:</b> Chapter 22, p. 293, 2nd paragraph; Chapter 26, p. 362 #7; Unit Nine, Part Seven, pp. 607-608, Assessing Reasonable Solutions;</p> <p><b>TR:</b> Handout N, Unit 3, p. 45; Unit Five, p. 91, p. 93, last activity; Unit Six, p. 125</p>
<p><a href="#">MA.K12.MTR.7.1</a> Apply mathematics to real-world contexts.</p>	<p><b>SE:</b> Chapter 26, p. 360, Use Math to Help You Choose; Unit Nine, Part Seven, pp. 616 ("Foot-in-the-Door" Jobs), p. 619 #2;</p> <p><b>ATE:</b> Chapter 21, p. 277, Electrical Theory and Safety;</p> <p><b>TR:</b> Handout N, Chapter 19, p. 95; Unit Six, p. 125; p. 165</p>
<p><a href="#">ELA.K12.EE.1.1</a> Cite evidence to explain and justify reasoning.</p>	<p><b>SE:</b> Chapter 16, p. 193 #2,#7; Chapter 18, p. 216 2nd paragraph; Chapter 18, p. 221, last paragraph, 1st col.; p. 223 #4; <b>Chapter 28, p. 386, last paragraph</b></p> <p><b>TR :</b> Handout N, Unit Three, p. 47, 2nd activity; Unit Four, p. 65; p. 69 last activity; Unit Five, p. 91; p. 93 4th activity; Unit Six, p. 125; p. 128, last activity; Unit Seven, p. 151</p>
<p><a href="#">ELA.K12.EE.2.1</a> Read and comprehend grade-level complex texts proficiently.</p>	<p><b>SE:</b> Chapter 8, p. 82 #5; Chapter 10, p. 109 #5; Chapter 11, p. 116, 1st complete paragraph, p. 119, p. 121 #2; Chapter 15, p. 173, Prepare, #1-#3;</p> <p><b>TR:</b> Unit Two, p. 25; Unit Three, p. 45</p>

<p><a href="#">ELA.K12.EE.3.1</a> Make inferences to support comprehension.</p>	<p><b>SE:</b> Chapter 11, p. 117, 1st bullet second col.; Chapter 11, p. 121 #4;</p> <p><b>TR:</b> Handout N</p>
<p><a href="#">ELA.K12.EE.4.1</a> Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p><b>SE:</b> Chapter 3, p. 26, Peer Evaluation; Chapter 9, p. 89, Developing Relationships; <b>Chapter 28, p. 397 #1</b></p> <p><b>ATE:</b> Chapter 14, p. 157, right channel Activity;</p> <p><b>TR:</b> Handout N, Unit One, p. 1; Unit Two, p. 25; Chapter 9, p. 41; Unit Three, p. 45; Unit Three, p. 47, 3rd activity; Unit Four, p. 65; Unit Five, p. 91; Unit Six, p. 125, p. 127, 4th activity</p>
<p><a href="#">ELA.K12.EE.5.1</a> Use the <u>accepted rules governing a specific format to create quality work.</u></p>	<p><b>SE:</b> Chapter 13, p. 142 #6; Chapter 18, p. 223 #4;</p> <p><b>TR:</b> Handout N, Unit Three, p. 47, 2nd activity; Unit Four, p. 69 last activity; Unit Five, p. 91; Chapter 18, p. 87; Unit Six, p. 125; Unit Seven, p. 151; Unit Seven, Part Three, p. 155 1st activity</p>

<p><a href="#">ELA.K12.EE.6.1</a> Use appropriate voice and tone when speaking or writing.</p>	<p><b>SE:</b> Chapter 8, p. 82 #2; Chapter 14, p. 160#4; Chapter 15, p. 174, 1st paragraph; Chapter 18, p, 223 #4;</p> <p><b>TR:</b> Handout N, Unit Two, p. 25; Unit Three, p. 45; Unit Four, p. 65; Unit Four, p. 68 1st activity</p>
<p><a href="#">PE.912.C.2.3</a> Analyze the movement performance of self and others.</p>	<p><b>SE:</b> Chapter 4, pp. 36–37; Chapter 6, p. 60 Critique; Chapter 17, p. 206 Critique</p>
<p><a href="#">PE.912.M.1.5</a> Apply strategies for self improvement based on individual strengths and needs.</p>	<p><b>SE:</b> Chapter 10, p. 108, Evaluate &amp; Apply; Chapter 23, p. 309, Evaluate &amp; Apply; Chapter 26, p. 359, last paragraph</p>
<p><a href="#">PE.912.M.1.8</a> Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.</p>	<p><b>SE:</b> Chapter 6, pp. 57-60, 61 #4; Chapter 17, pp. 205–207, 208 #2, #4, #5; Chapter 22, p. 295 #2;</p> <p><b>TR:</b> Unit 4, p 68, last activity; Unit Seven, Part Three, p. 155, last activity</p>

<p><a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</p>	<p><b>Every chapter in both the SE and ATE</b> has a feature called <b>The Language of Theatre</b> that is designed to aid English language learners in communicating for social and instructional purposes. Following are examples:</p> <p><b>SE:</b>  Chapter 1, p. 9;  Chapter 2, p. 19;  Chapter 3, p. 24;  Chapter 4, p. 36;  Chapter 5, p. 45;</p> <p><b>ATE:</b>  Chapter 1, p. 9, side channel;  Chapter 2, p. 19, side channel;  Chapter 3, p. 24 side channel;  Chapter 4, p. 36, side channel;  Chapter 5, p. 45 side channel.</p> <p>Additional ELL Support suggestions occur throughout the ATE, e.g,  Chapter 9, p. 88, 2nd paragraph side channel;  Chapter 11, p. 114, side channel, Differentiation: Strategic or ELL Support;  Chapter 15, p. 166, side channel, Activity ELL Support;  Chapter 16, p. 182, side channel, Activity ELL Support</p>
<p><a href="#">MU.912.S.3.4</a> Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>	<p><b>SE:</b>  Chapter 8, p. 75, 2nd complete paragraph, p.81, Evaluate &amp; Apply;  Chapter 22, p. 294, Evaluate &amp; Apply;</p> <p><b>TR:</b>  Unit Two, p. 27, 4th activity;  Unit Four, p. 68, 4th activity</p>