

Program Name:

Center Stage: Projects in Theatre Arts

Course:

Course #-0400000 M/J Theatre 1

Publisher:

Perfection Learning

Standard Language	Notes on Coverage
<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.</p>	<p>Student Book: Ch. 24: Activity, p. 166 Part II: Workshop, Community Stories, p. 217 Part II: Connect, pp. 225–226 Part II: Final Curtain, Connect, pp. 226–227 Part III: Curtain Raiser, Preview, pp. 229–230 Part III: Curtain Raiser, Warm-ups, Theatre Detective, p. 233 Part III: Curtain Raiser, Activities, Make a Scene, p. 233 Part III Final Curtain, Connect, p. 304</p> <p>Teacher Resource: Part III: Curtain Raiser, Group Assignment, p. 130</p>
<p>TH.68.C.1.5 Describe how a theatrical activity can entertain or instruct an audience.</p>	<p>Student Book: Ch. 17: Respond, p. 94 Ch. 28: Create #5, p. 198 Part II, 1. Community Stories, (h), p. 218 Part III: Curtain Raiser, Preview pp. 229–230 Part III: Curtain Raiser, Theatre Detective, p. 233 Ch. 30: Critic's Corner, p. 242 Part III, Final Curtain, C. Respond, p. 303</p> <p>Teacher Resource: Ch. 28: Preview and Warm-ups, p. 91</p>
<p>TH.68.C.2.1 Use group-generated criteria to critique others and help strengthen each other's performance.</p>	<p>Student Book: Ch. 1: Evaluate and Reflect, pp. 14–15 Ch. 21: Preview and Warm-ups, p. 81 Ch. 30: Activities, Critic's Corner, p. 242 Final Curtain, Part II: Respond, p. 225</p> <p>Teacher Resource: Ch. 1: Activity, p. 14 Part I Workshop: Additional Activities, p. 35 Ch. 30: Differentiation, ELL Support, p. 136</p>

<p>TH.68.C.2.3 Ask questions to understand a peer’s artistic choices for a performance or design.</p>	<p>Student Book: Ch. 1: Respond, p. 14 Ch. 6: Evaluate and Reflect, p. 42 Ch. 23: Reading rehearsals, p. 142 Ch. 24: Perform #2, p. 168 Ch. 30: Key Words and Questions, #4, p. 235 Ch. 30: Everybody's a Critic, #1, p. 239</p> <p>Teacher Resource: Ch. 30: Sample Answers to Key Questions, p. 137</p>
<p>TH.68.C.3.1 Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</p>	<p>Student Book: Ch. 25: Create #3, p. 167 Ch 29: Time Machine, p. 208 Part II Workshop: 3. Research Theatre of Diverse Cultures, p. 219 Ch. 34: Process of Stage Design, pp. 268–269 Ch. 34: Principles of Stage Design, pp. 260–270 Ch. 34: Create Your Own Stage Set, Create, p. 278 Ch. 35: Lights, Sound, Action!, p. 283 Ch. 35: Create Your Own Theater Magic: A Design Challenge, Create #2, p. 285</p>
<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.</p>	<p>Student Book: Ch. 1: Number 6, pp. 5–6 Ch. 6: Conflict Resolution, pp. 40–41 Ch. 10: Connecting the Dots, pp. 61–63 Ch. 12: Guess Who, pp. 71–72 Ch. 13: Knock, Knock, pp. 74–76 Ch. 18: Many Meanings, pp. 96–99 Ch. 21: Final paragraph on page 124 Ch. 32: Activity, Create 1, p. 257 Ch. 33: Activity, Create 2, p. 264</p> <p>Teacher Resource: Ch. 13: Challenge, p. 27</p>
<p>TH.68.F.1.3 Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.</p>	<p>Student Book: Ch. 11: Respond, p. 67 Ch. 12: Respond, p. 72 Ch. 17: The Trouble Is . . . , p. 93–94 Part I Workshop, p. 117</p>
<p>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.</p>	<p>Student Book: Ch. 36: Theatre and the Community, pp. 289–290 Ch. 36: Arts + Business = Big Impact!, p. 291 Part III Workshop: Arts in the Economy, p. 295 Ch. 36: Art in the Economy, pp. 295–296</p>

<p>TH.68.F.3.1 Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.</p>	<p>Student Book: Ch. 26: Material, p. 179 Ch. 29: Responsibilities of Digital Theatre, pp. 207–208 Ch. 29: Activity, pp. 210–212</p>
<p>TH.68.H.1.5 Describe one’s own personal responses to a theatrical work and show respect for the responses of others.</p>	<p>Student Book: Ch. 1, Respond and Evaluate and Reflect, pp. 14–15 Ch. 6, Respond, p. 41 Ch. 6. Evaluate and Reflect, p. 42 Part II: Final Curtain, Respond, p. 225 Part II: Final Curtain, Connect, pp. 226–227 Ch. 30: Preview, pp. 239–240 Part III, Ch. 30, Everybody's a Critic, pp. 239–240</p>
<p>TH.68.H.2.4 Discuss the differences between presentational and representational theatre styles.</p>	<p>Student Book: Ch. 30, Preview, pp. 235–236 Ch. 30, Step Into the Zone, p. 240 Ch. 30, Activities, Play It Both Ways!, pp. 240–241</p> <p>Teacher Resource: Ch. 30: Preview and Warm-ups, p. 135</p>
<p>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.</p>	<p>Student Book: Ch. 26: Material, pp. 179–180 Ch. 34: Prop Hunt, p. 275 Ch. 36: Theatre and the Community, pp. 289–290 Ch. 36: Beyond the Community, p. 290 Ch. 36: Map Your Local Theatre Scene, p. 290 Ch. 36: Theaters that Teach, p. 291 Ch. 36: Art in the Economy, pp. 295–296</p>
<p>TH.68.H.3.1 Identify principles and techniques that are shared between the arts and other content areas.</p>	<p>Student Book: Part I Workshop: Additional Activities, pp. 111–112 Part III: Curtain Raiser, Theatre Skills in Other Subjects, pp. 231–233 Part III: Curtain Raiser, Activities, Four Corners, p. 233 Part III: Activities What's the Connection?, p. 234 Part III: Activities What's the Connection?—Fine Arts Version, p. 234 Ch. 34: Principles of Stage Design, pp. 269–270 Part I Workshop: B. Connect, pp. 296–297</p> <p>Teacher Resource: Preface, p. 4 and pp. 8-9</p>

<p>TH.68.H.3.3 Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.</p>	<p>Student Book: Part I Workshop, p. 116 Ch. 25: Create 3, p. 167 Ch. 34: Warm-ups, Stage Set Brainstorm Challenge, p. 273 Ch. 34: Warm-ups, Play All the Angles, p. 273 Ch. 34: Warm-ups, Alternative Scene Endings, p. 274 Ch. 35: Lights, Sound, Action!, p. 283 Part III Workshop: Transform the Stage, p. 294 Part III Workshop: Set the Scene, p. 295</p> <p>Teacher Resource: Ch. 10: Activity, p. 24 Ch. 10: Challenge, p. 24 Ch 14: Activity, p. 28</p>
<p>TH.68.H.3.4 Describe the importance of wellness and care for the actor’s physical being as a performance instrument.</p>	<p>Student Book: Ch. 31: Preview, Warm-ups, pp. 244-245 Ch. 31:, Activities, pp. 250–251</p> <p>Teacher Resource: Ch. 31: Activities, p. 137 Ch. 31: Key Question Reproducible p. 155</p>
<p>TH.68.H.3.5 Describe how social skills learned through play participation are used in other classroom and extracurricular activities.</p>	<p>Student Book: Part I Workshop, Additional Activities, p. 111 Part II Workshop, Additional Activities, p. 213 Part III Curtain Raiser, Numbers 4 and 9, p. 232–233 Ch. 36: Preview, pp. 288–289 Part III Workshop, Connect, pp. 296–297</p> <p>Teacher Resource: Preface, p. 4</p>
<p>TH.68.H.3.6 Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.</p>	<p>Student Book: Ch. 29: Time Machine, p. 208 Part II Final Curtain, Artifacts, p. 223 Part II Final Curtain, Technical Design, p. 224 Ch. 30: Activities, Critic’s Corner, Create, p. 242 Ch. 34: Process of Stage Design, p. 268 Ch. 34: Principles of Stage Design, p. 269 Part III Final Curtain, p. 300</p>

<p>TH.68.O.1.3 Explain the impact of choices made by directors, designers, and actors on audience understanding.</p>	<p>Student Book: Ch. 13: Respond, p. 76 Ch. 17: Preview, p. 92 Part III: Curtain Raiser, Preview, p. 119 Ch. 30: Activities, Critic's Corner, p. 242 Ch. 35: Respond, p. 286</p> <p>Teacher Resource: Ch. 30: Preview and Warm-up, p. 135</p>
<p>TH.68.O.2.4 Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.</p>	<p>Student Book: Ch. 3 Double Image, Activity and Its Purposes, pp. 23–25 Ch. 21: Preview, p. 125 Ch. 21: Block a Scene, p. 126 Ch. 21: Create, 2, p. 128 Ch. 25: Perform a Staged Reading, p. 171 Chapter 33: Math Solution for a Blocking Challenge, p. 263 Ch. 33: On the Move: Blocking the Scene, p. 263</p> <p>Teacher Resource: Ch. 33: Activity, pp. 140–141 Ch. 33: The Mysterious Map Reproducible, pp. 142–143</p>
<p>TH.68.O.3.1 Compare theatre and its elements and vocabulary to other art forms.</p>	<p>Student Book: Part III, Curtain Raiser: Theatre Skills in Other Subjects, pp. 231–232 Part III, What's the Connection—Fine Arts Version, p. 234</p> <p>Teacher Resource: Drama Across the Curriculum, pp. 8–9 Ch. 1: Activity, p. 14 Ch. 33: Preview, p. 140</p>

<p>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.</p>	<p>Student Book: Ch. 2: Preview, p. 16–17 Ch. 2: Warm-ups, p. 17 Ch. 2: The Machine, pp. 18–19 Part II Curtain Raiser: Watch and Learn from Others, p. 120 Part II Curtain Raiser: One-Word Storytelling, p. 121 Ch. 21: Create, 1), p. 128 Ch. 22: Create, pp. 138–139 Ch. 23: Perform, p. 154 Ch. 23: Respond, p. 155 Ch. 30: Step Into the Zone, p. 240 Ch. 32: Step Into Character, Create, pp. 257–258</p> <p>Teacher Resource: Ch. 8: General Practices, p. 8 Ch. 2: Preview and Warm-ups, p. 15</p>
<p>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.</p>	<p>Student Book: Chapter 30: Theatre Etiquette, Audience Responsibilities to the Actors and Other Audience Members, pp. 236–237 Ch. 30: Actor Etiquette Charades, p. 241 Ch. 30: Activities, Audience Role-Play, p. 241 Ch. 30: Activities, Audience Handbook, p. 241</p> <p>Teacher Resource: General Suggestions, 6., p. 7</p>
<p>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.</p>	<p>Student Book: Ch. 16: Preview, p. 86–87 Ch. 16: Character Sketch, pp. 88–90 Ch. 22: Create, p. 138 Part II Workshop: Period Piece, p. 215 Part II Workshop: Connect (a & b), pp. 217–218 Ch. 32: Creating Characters from Real Life, pp. 253–255 Ch. 32: Character Detective, p. 257 Ch. 32: Step Into Character, pp. 257–259</p> <p>Teacher Resource: Ch. 16: Preview and Warm-ups and Activity, pp. 29–30</p>

<p>TH.68.S.2.4 Memorize and present a character’s lines from a monologue or scene.</p>	<p>Student Book: Ch. 18: Many Meanings, p. 96–99 Part II: 1. Community Stories, (f), p. 218 Ch. 32: The Power of Memory, p. 255 Ch. 32: Character Detective, p. 257 Ch. 32: Pattern Path to Monologue Mastery, p. 257</p> <p>Teacher Resource: Ch. 32: Warm-ups, pp. 138–139</p>
<p>TH.68.S.3.1 Develop characterizations, using basic acting skills, appropriate for selected dramatizations.</p>	<p>Student Book: Ch. 16: Character Sketch, pp. 88–90 Ch. 22: Inhabit a Character, pp. 133–140 Ch. 23: Expand a Character, p. 147 Ch. 23: Rehearse a Scene, pp. 148–155 Part II Workshop: Connect (a & b), pp. 217–218 Ch. 25: Perform a Staged Reading, pp. 171–175 Ch. 32: Creating Characters from Real Life, pp. 253–255 Ch. 32: Character Detective, p. 257</p>
<p>MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others:</p> <p>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>	<p>Student Book: Part I Curtain Raiser: Numbers 1, 2, 4, p. 4 Chapter 24: Create 2 and 3, p. 167 Part III Curtain Raiser: Number 7, p. 232 Ch. 32: Effortful Learning, p. 256</p> <p>Teacher Resource: Ch. 32: Preview, p. 138 Math Topics and Activities, p. 9 Preview and Warm-ups, p. 13 Preview and Warm-ups, p. 80 Preview and Warm-ups, p. 131</p>

<p>MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <p>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>	<p>Student Book: Chapter 24: Create 3), p. 167 Part III Curtain Raiser: Number 3, p. 232 Ch. 34: Warm-ups, Play All the Angles, p. 273 Ch. 34: Create Your Own Stage Set, p. 278–279 Part III Workshop: Transform the Stage, p. 294</p> <p>Teacher Resource: Math Topics and Activities, p. 9 Preview and Warm-ups, p. 13 Preview and Warm-ups, p. 80 Preview and Warm-ups, p. 131</p>
<p>MA.K12.MTR.3.1 Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <p>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>	<p>Student Book: Ch. 33: Math Solutions for a Blocking Challenge, p. 263 Ch. 34: Measure Up: Fabric Estimation Challenge, pp. 275–277 Ch. 35: Create Your Own Theatre Magic, pp. 285–287</p> <p>Teacher Resource: Ch. 33: The Mysterious Map Reproducible, pp. 142–143 Math Topics and Activities, p. 9 Preview and Warm-ups, p. 13 Preview and Warm-ups, p. 80 Preview and Warm-ups, p. 131</p>

<p>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:</p> <p>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>	<p>Student Book: Part I Curtain Raiser: Numbers 1, 2, 4, p. 4 Ch. 32: Effortful Learning, p. 256 Ch. 33: Math Solutions for a Blocking Challenge, p. 263 Ch. 34: Measure Up: Fabric Estimation Challenge, pp. 275–277</p> <p>Teacher Resource: Math Topics and Activities, p. 9 Preview and Warm-ups, p. 13 Preview and Warm-ups, p. 80 Preview and Warm-ups, p. 131 Ch. 33: The Mysterious Map Reproducible, pp. 142–143</p>
<p>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:</p> <p>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>	<p>Student Book: Part III: Curtain Raiser, p. 231 Ch. 32: Pattern Path to Monologue Mastery, p. 257 Ch. 33: Structure and Patterns in Stage Blocking, p. 261–262 Ch. 34: Measure Up: Fabric Estimation Challenge, pp. 275–277</p> <p>Teacher Resource: Drama Across the Curriculum, p. 7 Ch. 32: Warm-ups, p. 138 Ch. 33: The Mysterious Map Reproducible, pp. 142–143</p>
<p>MA.K12.MTR.6.1 Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <p>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>	<p>Student Book: Part I Workshop: B. Connect, 2. Town Hall Meeting, p. 115 Ch. 33: Math Solutions for a Blocking Challenge, p. 263 Ch. 34: Measure Up: Fabric Estimation Challenge, pp. 275–277 Ch. 35: Create Your Own Theatre Magic, pp. 285–287</p> <p>Teacher Resource: Math Topics and Activities, p. 9 Preview and Warm-ups, p. 13 Preview and Warm-ups, p. 80 Preview and Warm-ups, p. 131</p>

<p>MA.K12.MTR.7.1 Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <p>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>	<p>Student Book: Part I Workshop: B. Connect, 2. Town Hall Meeting, p. 115 Ch. 32: Effortful Learning, p. 256 Ch. 34: Measure Up: Fabric Estimation Challenge, pp. 275–277 Ch. 35: Create Your Own Theatre Magic, pp. 285–287</p> <p>Teacher Resource: Math Topics and Activities, p. 9 Preview and Warm-ups, p. 13 Preview and Warm-ups, p. 80 Preview and Warm-ups, p. 131 Ch. 33, The Mysterious Map Reproducible, pp. 142–143</p>
<p>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.</p>	<p>Student Book: Ch. 1: Evaluate and Reflect, p. 14 Ch. 6: Respond, pp. 41–42 Ch. 7: Respond, p. 46 Ch. 12: Respond, pp. 72–73 Ch. 15: Respond, p. 84 Ch. 23: Respond, p. 155 Part II, Final Curtain, Respond, p. 225 Within each chapter, students must provide evidence to support their responses to the performances of other students. See rubrics on the following pages as examples: 19, 25, 31, 37, 42, etc.</p> <p>Teacher Resource: Ch. 1: Activity, p. 14 Ch. 6: Activity, p. 20 Ch. 7: Activity, p. 21</p>

<p>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.</p>	<p>Student Book: Ch. 22: Inhabit a Character, pp. 133–137 Ch. 23: Rehearse a Scene, pp. 148–153 Ch. 24: Streets of Gold, pp. 162–166 Ch. 25: Create 1, p. 173 Ch. 26: Material, Books, Short Stories, One-Act Plays, Scripts (Students must read to find material for Readers Theatre), pp. 179–181 Ch. 27: Analysis, pp. 188–189 Ch. 34: Play all the Angles, p. 273</p> <p>Teacher Resource: Ch. 16: Preview and Warm-ups, p. 29 Ch. 23: Activity, p. 84 Ch. 23: Differentiation, Strategic Support, p. 84</p>
<p>ELA.K12.EE.3.1 Make inferences to support comprehension.</p>	<p>Student Book: Ch. 22: Create, 1), p. 138 Ch. 23: Create, 1), p. 153 Ch. 24: Create, 1 and 2, p. 167 Ch. 25: Create 1), p. 173 Ch. 27: Analysis, pp. 188–189 Ch. 32: Step Into Character, Step 2, p. 258</p> <p>Teacher Resource: Ch. 21: Preview and Warm-up, p. 81 Ch. 23: Activity, p. 84</p>
<p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>Student Book: Ch. 2: Preview, p. 18 Ch. 2: Respond, p. 21 Ch. 4: Listening, p. 29 Part I: Workshop, p. 113 Ch. 23: Rehearse a Scene, p. 148 Ch. 26: Activity, Present Readers Theatre, p. 185 Ch. 29: Create, p. 211 Ch. 32: Step Into Character, 3), p. 258 Ch. 32: Effortful Learning, p. 256</p>
<p>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</p>	<p>Student Book: Ch. 10: Create, p. 64 Part I Workshop, Town Hall Meeting, pp. 115–117 Ch. 24: Warm-ups, Create a Poster, p. 161 Ch. 25: Activity, Perform a Staged Reading, pp. 171–172 Part II: Final Curtain, Scripted Presentations, p. 222 Ch. 29: Create, p. 211 Ch. 36: Theaters That Teach, p. 291 Part III Final Curtain: First paragraph, p. 299</p>

<p>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p>	<p>Student Book: Ch. 1: Preview, p. 10 Ch. 7: Preview, p. 43 Ch, 7: Gibberish, pp. 44–45 Ch. 7: Perform, p. 46 Ch. 9: Perform, p. 57 Part I Workshop: 2. Common Ground, p. 113 Ch. 28: 5 and 6, p. 196</p> <p>Teacher Resource: Ch. 7: Preview and Warm-ups, p. 21</p>
<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p>	<p>The Teacher Resource provides ELL Support for every chapter in the student book. See Differentiation, ELL Support on pages 13, 15, 17, 18, 19, 21, 22, 23, 24, 25, etc.</p>