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| Drama\_Drama 1 | **Standards-Based Education Priority Standards** |
| **9th-12th  Grade** | |
| *Creating* | |
| TH:Cr1.1.Ic. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work. | |
| TH:Cr2.1.Ib. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work. | |
| TH:Cr3.1.Ia. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. | |
| TH:Cr3.1.Ib. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. | |
| *Performing* | |
| TH:Pr4.1.Ia. Examine how character relationships assist in telling the story of a drama/theatre work. | |
| TH:Pr4.1.Ib. Shape character choices using given circumstances in a drama/theatre work. | |
| TH:Pr5.1.Ia. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance. | |
| TH:Pr6.1.Ia. Perform a scripted drama/theatre work for a specific audience. | |
| *Responding* | |
| TH:Re7.1.Ia. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices. | |
| TH:Re8.1.Ib. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work. | |
| TH:Re8.1.Ic. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work. | |
| TH:Re9.1.Ia. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. | |
| *Connecting* | |
| TH:Cn10.1.Ia. Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work. | |
| TH:Cn11.2.Ia. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods. | |
| *Reading & Writing* | |
| 11-12.RST.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | |
| 11-12.RST.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 9–12 texts and topics. | |
| 11-12.WHST.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| 11-12.WHST.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |