



## F.31 Theatre - Grades 6-8

### PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)

Provider/Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

### PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In (if applicable):	Website:	Username:	Password:

Section 1: Standards Review: Theatre										
PROVIDER/PUBLISHER INSTRUCTIONS:										
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<p><b>Reviewer directions for Theatre Standards Review:</b></p>			<p><b>Columns E-H:</b> The provider/publisher will provide a citation from the <b>Student Edition or Student Workbook (student-facing core material, print and/or digital)</b> for the standard. Review the cited material and score the material by determining the degree to which it meets the standard:</p> <ul style="list-style-type: none"> <li>o M = Meets the standard</li> <li>o P = Partially meets the standard</li> <li>o D = Does not meet the standard</li> </ul> <p>Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G.</p> <p><b>o Any cells grayed out do not require a citation or evidence.</b></p> <p><b>The score cells in those rows will automatically populate.</b></p> <p><b>o Each score cell (column F) will turn green as you score the materials.</b></p>				<p><b>Columns I-L:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material, print and/or digital)</b> for the standard. Review the cited material, score the material by determining the degree to which it meets the standard, and <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the standard</li> <li>o P = Partially meets the standard</li> <li>o D = Does not meet the standard</li> </ul> <p><b>o Any cells grayed out do not require a citation or evidence.</b></p> <p><b>The score cells in those rows will automatically populate.</b></p> <p><b>o Each score cell (column J) and evidence cell (column L) will turn green as you score the materials.</b></p>			
			Criteria #	Standard	Grade Level	F.? Theatre Grades 6-8	Provider/Publisher Citation from Student Edition/Workbook	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation from Teacher Edition
<b>Anchor Standard 1: Creating (Envision/Conceptualize): Generate and conceptualize artistic ideas and work.</b>										
<b>Enduring Understanding:</b> Theatre artists rely on intuition, curiosity and critical inquiry.										
<b>Essential Question:</b> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?										
1	TH: Cr1.1.6a	6	Identify possible solutions to staging challenges in a drama/theatre work.							
2	TH: Cr1.1.6b	6	Identify solutions to design challenges in a drama/theatre work.							
3	TH: Cr1.1.6c	6	Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.							
4	TH: Cr1.1.7a	7	Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.							
5	TH: Cr1.1.7b	7	Explain and present solutions to design challenges in a drama/ theatre work.							
6	TH: Cr1.1.7c	7	Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.							
7	TH: Cr1.1.8a	8	Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.							
8	TH: Cr1.1.8b	8	Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.							
9	TH: Cr1.1.8c	8	Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.							
<b>Anchor Standard 2: Creating (Develop): Organize and develop artistic ideas and work.</b>										
<b>Enduring Understanding:</b> Theatre artists work to discover different ways of communicating meaning.										
<b>Essential Question:</b> How, when and why do theatre artists' choices change?										
10	TH: Cr2.1.6a	6	Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.							
11	TH: Cr2.1.6b	6	Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.							
12	TH: Cr2.1.7a	7	Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.							
13	TH: Cr2.1.7b	7	Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.							
14	TH: Cr2.1.8a	8	Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.							
15	TH: Cr2.1.8b	8	Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.							
<b>Anchor Standard 3: Creating (Rehearse): Refine and complete artistic work.</b>										
<b>Enduring Understanding:</b> Theatre artists refine their work and practice their craft through rehearsal.										
<b>Essential Question:</b> How do theatre artists transform and edit their initial ideas?										
16	TH: Cr3.1.6a	6	Articulate and examine choices to refine a devised or scripted drama/theatre work.							
17	TH: Cr3.1.6b	6	Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.							
18	TH: Cr3.1.6c	6	Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.							
19	TH: Cr3.1.7a	7	Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.							
20	TH: Cr3.1.7b	7	Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.							
21	TH: Cr3.1.7c	7	Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.							
22	TH: Cr3.1.8a	8	Use repetition and analysis in order to revise devised or scripted drama/theatre work.							
23	TH: Cr3.1.8b	8	Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.							
24	TH: Cr3.1.8c	8	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.							
<b>Anchor Standard 4: Performing (Select): Select, analyze, and interpret artistic work for presentation.</b>										
<b>Enduring Understanding:</b> Theatre artists make strong choices to effectively convey meaning.										
<b>Essential Question:</b> Why are strong choices essential to interpreting a drama or theatre piece?										
25	TH: Pr4.1.6a	6	Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.							
26	TH: Pr4.1.6b	6	Experiment with various physical choices to communicate character in a drama/theatre work.							
27	TH: Pr4.1.7a	7	Consider various staging choices to enhance the story in a drama/theatre work.							
28	TH: Pr4.1.7b	7	Use various character objectives in a drama/theatre work.							
29	TH: Pr4.1.8a	8	Explore different pacing to better communicate the story in a drama/theatre work.							
30	TH: Pr4.1.8b	8	Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.							
<b>Anchor Standard 5: Performing (Prepare): Develop and refine artistic techniques and work for presentation.</b>										
<b>Enduring Understanding:</b> Theatre artists develop personal processes and skills for a performance or design.										
<b>Essential Question:</b> What can I do to fully prepare a performance or technical design?										
31	TH: Pr5.1.6a	6	Recognize how acting exercises and techniques can be applied to a drama/theatre work.							
32	TH: Pr5.1.6c	6	Articulate how technical elements are integrated into a drama/ theatre work.							
33	TH: Pr5.1.7a	7	Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.							
34	TH: Pr5.1.7b	7	Choose a variety of technical elements that can be applied to a design in a drama/theatre work.							

35	TH: Pr5.1.8a	8	Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.							
36	TH: Pr5.1.8b	8	Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.							
<b>Anchor Standard 6: Performing (Share/Present): Convey meaning through the presentation of artistic work.</b>										
<b>Enduring Understanding:</b> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.										
<b>Essential Question:</b> What happens when theatre artists and audiences share a creative experience?										
37	TH: Pr6.1.6a	6	Adapt a drama/theatre work and present it informally for an audience.							
38	TH: Pr6.1.7a	7	Participate in rehearsals for a drama/theatre work that will be shared with an audience.							
39	TH: Pr6.1.8a	8	Perform a rehearsed drama/theatre work for an audience.							
<b>Anchor Standard 7: Responding (Reflect): Perceive and analyze artistic work.</b>										
<b>Enduring Understanding:</b> Theatre artists reflect to understand the impact of drama processes and theatre experiences.										
<b>Essential Question:</b> How do theatre artists comprehend the essence of drama processes and theatre experiences?										
40	TH: Re7.1.6a	6	Describe and record personal reactions to artistic choices in a drama/theatre work.							
41	TH: Re7.1.7a	7	Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.							
42	TH: Re7.1.8a	8	Apply criteria to the evaluation of artistic choices in a drama/theatre work.							
<b>Anchor Standard 8: Responding (Interpret): Interpret intent and meaning in artistic work.</b>										
<b>Enduring Understanding:</b> Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.										
<b>Essential Question:</b> How can the same work of art communicate different messages to different people?										
43	TH: Re8.1.6a	6	Explain how artists make choices based on personal experience in a drama/theatre work.							
44	TH: Re8.1.6b	6	Identify cultural perspectives that may influence the evaluation of a drama/theatre work.							
45	TH: Re8.1.6c	6	Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.							
46	TH: Re8.1.7a	7	Identify the artistic choices made based on personal experience in a drama/theatre work.							
47	TH: Re8.1.7b	7	Describe how cultural perspectives can influence the evaluation of drama/theatre work.							
48	TH: Re8.1.7c	7	Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.							
49	TH: Re8.1.8a	8	Recognize and share artistic choices when participating in or observing a drama/theatre work.							
50	TH: Re8.1.8b	8	Analyze how cultural perspectives influence the evaluation of a drama/theatre work.							
51	TH: Re8.1.8c	8	Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.							
<b>Anchor Standard 9: Responding (Evaluate): Apply criteria to evaluate artistic work.</b>										
<b>Enduring Understanding:</b> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.										
<b>Essential Question:</b> How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?										
52	TH: Re9.1.6a	6	Use supporting evidence and criteria to evaluate drama/theatre work.							
53	TH: Re9.1.6b	6	Apply the production elements used in a drama/theatre work to assess aesthetic choices.							
54	TH: Re9.1.6c	6	Identify a specific audience or purpose for a drama/theatre work.							
55	TH: Re9.1.7a	7	Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.							
56	TH: Re9.1.7b	7	Consider the aesthetics of the production elements in a drama/theatre work.							
57	TH: Re9.1.7c	7	Identify how the intended purpose of a drama/theatre work appeals to a specific audience.							
58	TH: Re9.1.8a	8	Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.							
59	TH: Re9.1.8b	8	Apply the production elements used in a drama/theatre work to assess aesthetic choices.							
60	TH: Re9.1.8c	8	Assess the impact of a drama/theatre work on a specific audience.							
<b>Anchor Standard 10: Connecting (Empathize): Synthesize and relate knowledge and personal experiences to make art.</b>										
<b>Enduring Understanding:</b> Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.										
<b>Essential Question:</b> What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?										
61	TH: Cn10.1.6a	6	Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.							
62	TH: Cn10.1.7a	7	Incorporate multiple perspectives and diverse community ideas in a drama/theatre work..							
63	TH: Cn10.1.8a	8	Examine a community issue through multiple perspectives in a drama/theatre work.							
<b>Anchor Standard 11: Connecting (Interrelate/Research): Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>										
<b>Enduring Understanding:</b> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.										
<b>Essential Question:</b> What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?										
64	TH: Cn11.1.6a	6	Identify universal themes or common social issues and express them through a drama/theatre work.							
65	TH: Cn11.1.7a	7	Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.							
66	TH: Cn11.1.8a	8	Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.							
<b>Enduring Understanding:</b> Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.										
<b>Essential Question:</b> In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?										
67	TH: Cn11.2.6a	6	Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.							
68	TH: Cn11.2.6b	6	Investigate the time period and place of a drama/theatre work to better understand performance and design choices.							
69	TH: Cn11.2.7a	7	Research and discuss how a playwright might have intended a drama/theatre work to be produced.							
70	TH: Cn11.2.7b	7	Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.							
71	TH: Cn11.2.8a	8	Research the story elements of a staged drama/theatre work and compare them to another production of the same work.							
72	TH: Cn11.2.8b	8	Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.							

Section 2: Arts Content Review									
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<p><b>FOCUS AREA 1 DISCIPLINARY LITERACY:</b>  <b>Instructional materials incorporate reading, writing, and communicating within the arts disciplines.</b></p>									
1	Instructional materials provide students with multiple opportunities to engage with authentic sources that represent the language and style that is used and produced by performers/artists/technicians in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts.								
2	Instructional materials regularly engage students in speaking/listening, reading/writing, and performing cultural art activities. (Culture: Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.)								
3	Instructional materials provide a coherent sequence of authentic sources that use vocabulary and knowledge over the course of study in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts. Vocabulary is addressed as needed in the materials but not taught in isolation of deeper learning.								
4	Instructional materials address the necessity of using the five arts' disciplines (dance, media arts, music, theatre, and visual arts) across the curriculum.								
<p><b>FOCUS AREA 2 LEARNING PROGRESSIONS:</b>  <b>Instructional materials provide purposeful sequencing of teaching and learning expectations across multiple developmental stages.</b></p>									
5	Instructional materials guide students to apply critical thinking skills to convey meaning to the presentation of artistic work.								
6	Instructional materials provide students with multiple opportunities to revisit their learning around the National Core Arts Standards (NCAS).								
7	Instructional materials provide goals for learning that are integrated as three-dimensional learning.								
8	Instructional materials interpret intent and meaning in artistic work to focus students on learning goals.								
9	Instructional materials provide criteria for evaluating artistic work.								
<p><b>FOCUS AREA 3 AUTHENTICITY AND RELEVANCE:</b>  <b>Instructional materials are authentic to the five arts' disciplines and relevant to the students of New Mexico.</b></p>									
10	Instructional materials are authentic to the regulation of the five arts disciplines and are diverse in text type.								
11	Instructional materials reference New Mexico artists and their produced artwork.								
<p><b>FOCUS AREA 4 SCAFFOLDING AND SUPPORTS:</b>  <b>Instructional materials include instructional strategies that facilitate students' development as they build on prior knowledge and internalize new information.</b></p>									
12	Teacher materials include information on the arts disciplines; background knowledge in the content area; support in three-dimensional learning; learning progressions; common student misconceptions and suggestions to address them; and guidance targeting speaking/reading/writing in an arts curriculum.								
13	Instructional materials guide students to share their knowledge and experiences in relation to the topic at the beginning of an instructional unit.								
14	Instructional materials guide students to build an understanding of standard operating procedures that include safety guidelines, procedures, and equipment.								

Section 2: All Content Review									
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<b>FOCUS AREA 1 COHERENCE:</b>									
<b>Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.</b>									
1	Instructional materials address the full content contained in the standards for all students by grade level.								
2	Instructional materials support students to show mastery of each standard.								
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.								
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.								
<b>FOCUS AREA 2 WELL-DESIGNED LESSONS:</b>									
<b>Instructional materials take into account effective lesson structure and pacing.</b>									
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments show a purposeful sequencing of teaching and learning expectations.								
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.								
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.								
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.								
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.								
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.								
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.								
<b>FOCUS AREA 3 RESOURCES FOR PLANNING:</b>									
<b>Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.</b>									
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit. <b>(Publisher citation only required.)</b>								
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.								
14	Instructional materials include a Teacher Edition with useful annotations and suggestions on how to present the content in the student edition and in the supporting material.								
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.								
<b>FOCUS AREA 4 ASSESSMENT:</b>									
<b>Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.</b>									
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <b>(Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)</b>								
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.								
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.								
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.								
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.								
<b>FOCUS AREA 5 EXTENSIVE SUPPORT:</b>									
<b>Instructional materials give all students extensive opportunities and support to explore key concepts.</b>									
21	Instructional materials can be customized or adapted to meet the needs of different student populations.								
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.								
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.								
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement. <b>(Publisher citation only required.)</b>								
25	Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.								
<b>FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:</b>									
<b>Instructional materials represent a variety of cultural and linguistic perspectives.</b>									
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.								

27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.							
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.							
<b>FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS: Instructional materials highlight diversity in culture and language through multiple perspectives.</b>								
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.							
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.							
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.							
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							