



F.32 Theatre - Grades 9-12

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.		
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Section 1: Standards Review: Theatre										
PROVIDER/PUBLISHER INSTRUCTIONS:										
<p>• Provider/Publisher citations for this section will refer to the Teacher Edition (teacher-facing core material) and Student Edition/Student Workbook (student-facing core material). The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.</p> <p>• For this section, the provider/publisher will enter two citations per standard (Columns E and I). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.</p> <p>◦ Column E: Enter one citation in Column E from the Student Edition/Student Workbook (student-facing core material). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. Any cells grayed out do not require a citation.</p> <p>◦ Column I: Enter one citation in Column I from the Teacher Edition (teacher-facing core material). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. Any cells grayed out do not require a citation.</p> <p>• The material will be scored for alignment with each standard as "Meets expectations," "Partially meets expectations," or "Does not meet expectations" based on the citations provided.</p> <p>◦ NOTE: You may not use a citation more than once across ALL sections of the rubric.</p>										
<p>Reviewer directions for Theatre Standards Review:</p> <p>Columns E-H: The provider/publisher will provide a citation from the Student Edition or Student Workbook (student-facing core material, print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard: ◦ M = Meets the standard ◦ P = Partially meets the standard ◦ D = Does not meet the standard 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. ◦ Any cells grayed out do not require a citation or evidence. ◦ The score cells in those rows will automatically populate. ◦ Each score cell (column F) will turn green as you score the materials.</p> <p>Columns I-L: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material, print and/or digital) for the standard. Review the cited material, score the material by determining the degree to which it meets the standard, and provide evidence to support your determination: ◦ M = Meets the standard ◦ P = Partially meets the standard ◦ D = Does not meet the standard ◦ Any cells grayed out do not require a citation or evidence. ◦ The score cells in those rows will automatically populate. ◦ Each score cell (column J) and evidence cell (column L) will turn green as you score the materials.</p>										
Criteria #	Standard	Level	F.32 Theatre Grades 9-12	Provider/Publisher Citation from Student Edition/Workbook	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation from Teacher Edition	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback
Anchor Standard 1: Creating (Envision/Conceptualize): Generate and conceptualize artistic ideas and work.										
Enduring Understanding: Theatre artists rely on intuition, curiosity and critical inquiry.										
Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?										
1	TH: Cr1.1.a	HS Proficient	Apply basic research to construct ideas about the visual composition of a drama/theatre work.							
2	TH: Cr1.1.b	HS Pr	Explore the impact of technology on design choices in a drama/theatre work.							
3	TH: Cr1.1.c	HS Pr	Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.							
4	TH: Cr1.1.a	HS Accomplished	Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.							
5	TH: Cr1.1.b	HS Acc	Understand and apply technology to design solutions for a drama/theatre work.							
6	TH: Cr1.1.c	HS Acc	Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.							
7	TH: Cr1.1.iii.a	HS Advanced	Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.							
8	TH: Cr1.1.iii.b	HS Adv	Create a complete design for a drama/theatre work that incorporates all elements of technology.							
9	TH: Cr1.1.iii.c	HS Adv	Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.							
Anchor Standard 2: Creating (Develop): Organize and develop artistic ideas and work.										
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.										
Essential Question: How, when and why do theatre artists' choices change?										
10	TH: Cr2.1.a	HS Pr	Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.							
11	TH: Cr2.1.b	HS Pr	Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.							
12	TH: Cr2.1.a	HS Acc	Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.							
13	TH: Cr2.1.b	HS Acc	Cooperate as a creative team to make interpretive choices for a drama/theatre work.							
14	TH: Cr2.1.iii.a	HS Adv	Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or nonwestern theatre traditions.							
15	TH: Cr2.1.iii.b	HS Adv	Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.							
Anchor Standard 3: Creating (Rehearse): Refine and complete artistic work.										
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.										
Essential Question: How do theatre artists transform and edit their initial ideas?										
16	TH: Cr3.1.a	HS Pr	Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.							
17	TH: Cr3.1.b	HS Pr	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.							
18	TH: Cr3.1.c	HS Pr	Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.							
19	TH: Cr3.1.a	HS Acc	Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.							
20	TH: Cr3.1.b	HS Acc	Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.							
21	TH: Cr3.1.c	HS Acc	Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.							
22	TH: Cr3.1.iii.a	HS Adv	Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.							
23	TH: Cr3.1.iii.b	HS Adv	Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.							
24	TH: Cr3.1.iii.c	HS Adv	Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.							
Anchor Standard 4: Performing (Select): Select, analyze, and interpret artistic work for presentation.										
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.										
Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?										
25	TH: Pr4.1.a	HS Pr	Examine how character relationships assist in telling the story of a drama/theatre work.							
26	TH: Pr4.1.b	HS Pr	Shape character choices using given circumstances in a drama/theatre work.							
27	TH: Pr4.1.a	HS Acc	Discover how unique choices shape believable and sustainable drama/ theatre work.							
28	TH: Pr4.1.b	HS Acc	Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.							
29	TH: Pr4.1.iii.a	HS Adv	Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.							
30	TH: Pr4.1.iii.b	HS Adv	Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.							
Anchor Standard 5: Performing (Prepare): Develop and refine artistic techniques and work for presentation.										
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.										
Essential Question: What can I do to fully prepare a performance or technical design?										
31	TH: Pr5.1.a	HS Pr	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.							

69	TH: Cn11.2.IIa	HS Acc	Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.							
70	TH: Cn11.2.IIb	HS Acc	Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.							
71	TH: Cn11.2.IIIa	HS Adv	Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.							
72	TH: Cn11.2.IIIb	HS Adv	Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.							

Section 2: Arts Content Review									
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Reviewer directions for Arts Content Review:			Columns C-F: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. 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 F. o Each score cell will turn green as you score the materials.			Columns G-J: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (print and/or digital) for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and provide evidence to support your determination: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion o Each score cell and evidence cell will turn green as you score the materials.			
Criteria #	Provider/Publisher Criteria Arts Content	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback	
FOCUS AREA 1 DISCIPLINARY LITERACY:									
Instructional materials incorporate reading, writing, and communicating within the arts disciplines.									
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.								
FOCUS AREA 2 LEARNING PROGRESSIONS:									
Instructional materials provide purposeful sequencing of teaching and learning expectations across multiple developmental stages.									
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.								
FOCUS AREA 3 AUTHENTICITY AND RELEVANCE:									
Instructional materials are authentic to the five arts' disciplines and relevant to the students of New Mexico.									
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.								
FOCUS AREA 4 SCAFFOLDING AND SUPPORTS:									
Instructional materials include instructional strategies that facilitate students' development as they build on prior knowledge and internalize new information.									
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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FOCUS AREA 1 COHERENCE:									
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.									
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.								
FOCUS AREA 2 WELL-DESIGNED LESSONS:									
Instructional materials take into account effective lesson structure and pacing.									
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.								
FOCUS AREA 3 RESOURCES FOR PLANNING:									
Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.									
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. (Publisher citation only required.)								
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.								
FOCUS AREA 4 ASSESSMENT:									
Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.									
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. (Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)								
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.								
FOCUS AREA 5 EXTENSIVE SUPPORT:									
Instructional materials give all students extensive opportunities and support to explore key concepts.									
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. (Publisher citation only required.)								
25	Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.								
FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:									
Instructional materials represent a variety of cultural and linguistic perspectives.									
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.							
FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS: Instructional materials highlight diversity in culture and language through multiple perspectives.								
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.							