

Grade level – 10-12 Time Allotted: Days

Content Area – Fine Arts-Technical Theatre II

Unit Name:

Strand	TEKS Statement	TEKS	Student Expectation/District Clarification
Foundations: inquiry and understanding	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre	1a	demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound <ul style="list-style-type: none"> • Production Job Descriptions • Theatre Organization
		1b	identify the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage <ul style="list-style-type: none"> • Proscenium Stage, Thrust Stage, Arena Stage, Black Box Theatres, Found Theatre Spaces
		1c	use established theatre systems such as the production calendar, tech rehearsals, and production staff roles <ul style="list-style-type: none"> • The Production Sequence
		1d	use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre <ul style="list-style-type: none"> • Tool Safety • Safety Equipment
		1e	read and analyze scripts to determine technical theatre elements <ul style="list-style-type: none"> • The Design Process
Creative expression: performance	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance	2a	identify and use technical elements in various theatrical styles and genres <ul style="list-style-type: none"> • The Design Process <ol style="list-style-type: none"> 1. Designing for Comedy, Tragedy, History, etc. 2. Who’s your audience? 3. What type of production are you designing for; opera, musical theatre, drama performance art
		2b	apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch <ul style="list-style-type: none"> • The Design Process <ol style="list-style-type: none"> 1. Commitment 2. Analysis 3. Research 4. Incubation

			<ol style="list-style-type: none"> 5. Selection 6. Implementation 7. Evaluation
		2f	<p>demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models</p> <ul style="list-style-type: none"> • The Production Sequence <ol style="list-style-type: none"> 1. Gather and provide elements of prompt book 2. Gather and provide elements of costume plot 3. Develop and identify theatre hierarchy
		2g	<p>practice proper measurement and scale as applied to design or construction</p> <ul style="list-style-type: none"> • Hand Tools
Creative expression: production	The student applies design, directing, and theatre production concepts and skills.	3a	<p>identify and safely use technical theatre tools, equipment, and materials</p> <ul style="list-style-type: none"> • Hand Tools, Power Tools, Wood, Metal, Fasteners, Glues and Adhesives, Hardware, Rope, Cable, Wire, Safety Equipment
		3b	<p>develop theatre production skills by:</p> <ul style="list-style-type: none"> • building scenery such as two-dimensional flats and three-dimensional stairs; • build theatrical and Hollywood style flats • construct set for Fall play
Historical and cultural relevance	The student relates theatre to history, society, and culture.	4a	<p>apply historical or cultural accuracy from research in theatrical design</p> <ul style="list-style-type: none"> • History of Theatre Architecture and Stage Technology <ol style="list-style-type: none"> 1. Greek 2. Roman 3. Medieval 4. 1500-1650 5. 1650-1900 6. 20th Century
		4b	<p>analyze the impact of live theatre, film, television, and electronic media on contemporary society</p> <ul style="list-style-type: none"> • Production Critique • Tech Article Assignment- magazine, online database, company website
		4c	<p>analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre</p> <ul style="list-style-type: none"> • Introduce the design process through magazine articles, television shows, web based interviews and theatrical trade articles
		4d	<p>explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and</p>

			<p>Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre</p> <ul style="list-style-type: none"> • History of Theatre Architecture and Stage Technology <ol style="list-style-type: none"> 1. Greek 2. Roman 3. Medieval 4. 1500-1650 5. 1650-1900 6. 20th Century
<p>Critical evaluation and response</p>	<p>The student responds to and evaluates theatre and theatrical performances.</p>		<p>4f understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre</p> <ul style="list-style-type: none"> • Introduce the design process through magazine articles, television shows, web based interviews and theatrical trade articles • Research a specific US designer and present the project to the class
			<p>4g identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media</p> <ul style="list-style-type: none"> • Explore and write an article from the New York City Public Library Broadway designer database
			<p>5b analyze and apply appropriate behavior of technical staff at various types of live performances</p> <ul style="list-style-type: none"> • Production Organization and Management • Crew Requirements <ol style="list-style-type: none"> 1. Usher theatrical or fine arts event 2. Serve on crew for theatrical or fine arts event
			<p>5c recognize the design and technical elements of theatre as an art form and evaluate self as a creative being</p> <ul style="list-style-type: none"> • Production Critique
			<p>5d offer and receive constructive criticism of designs or construction projects by peers and self</p> <ul style="list-style-type: none"> • Set build for Fall show- working in the shop
			<p>5e evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary</p> <ul style="list-style-type: none"> • Production Critique • Design elements play discussion
<p>5f evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary</p> <ul style="list-style-type: none"> • Production Concepts • Production Critiques 			

			<p>5g explore career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities</p> <ul style="list-style-type: none"> • Production Organization and Management
			<p>5h connect theatre skills and experiences to higher education and careers outside of the theatre</p> <ul style="list-style-type: none"> • Guest speaker
			<p>5i use technology to communicate and present findings in a clear and coherent manner</p> <ul style="list-style-type: none"> • Explore and write and article from the New York City Public Library Broadway designer database • Introduce software <ol style="list-style-type: none"> 1. Lighting Console 2. Sound Console 3. Video Equipment 4. App(s) for Theatre
Content Vocabulary			
Enduring Understandings/Essential Questions			
Signature Lessons			
			•
Resources			
			•
Textbook Alignment			
			•
Formative Assessment			
			•
			•

Grade level – 10-12 Time Allotted: Days

Content Area – Fine Arts-Technical Theatre II

Unit Name:

Strand	TEKS Statement	TEKS	Student Expectation/District Clarification
Foundations: inquiry and understanding	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre	1d	use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre <ul style="list-style-type: none"> • Crew Requirements; <ol style="list-style-type: none"> 1. Usher theatrical or fine arts event 2. Serve on a crew for theatrical or fine arts event
		1e	read and analyze scripts to determine technical theatre elements <ul style="list-style-type: none"> • Production Critique
Creative expression: performance	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance	2a	identify and use technical elements in various theatrical styles and genres <ul style="list-style-type: none"> • Script Analysis <ol style="list-style-type: none"> 1. Analyzing the Script 2. The Questioning Process
		2b	apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch <ul style="list-style-type: none"> • Style, Composition, and Design <ol style="list-style-type: none"> 1. Drawing and Rendering 2. Materials 3. Drawing and Rendering Techniques 4. Style and Stylization in Theatrical Design 5. Production Style 6. Design Styles and Design Periods 7. Elements of Design 8. Principles of Composition • Script Analysis
		2c	recognize the principles of design, including lines, shape, mass, measure, position, color, and texture <ul style="list-style-type: none"> • Style, Composition, and Design <ol style="list-style-type: none"> 1. Drawing and Rendering 2. Materials 3. Drawing and Rendering Techniques

			<ol style="list-style-type: none"> 4. Style and Stylization in Theatrical Design 5. Production Style 6. Design Styles and Design Periods 7. Elements of Design 8. Principles of Composition
		2d	<p>recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis</p> <ul style="list-style-type: none"> • Style, Composition, and Design <ol style="list-style-type: none"> 1. Drawing and Rendering 2. Materials 3. Drawing and Rendering Techniques 4. Style and Stylization in Theatrical Design 5. Production Style 6. Design Styles and Design Periods 7. Elements of Design 8. Principles of Composition • Script Analysis
		2e	<p>recognize the elements of color in design such as color theory, the science of color and light, and the color palette</p> <ul style="list-style-type: none"> • Color <ol style="list-style-type: none"> 1. Defining Color 2. Seeing Color 3. Color Mixing 4. Application of Color in Theatre 5. Color Analysis
		2f	<p>demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models</p> <ul style="list-style-type: none"> • Stage Properties <ol style="list-style-type: none"> 1. What is a Prop? 2. Property Design 3. Organizing Props for a Production 4. Craft Techniques • Mechanical Drafting <ol style="list-style-type: none"> 1. Drafting Materials and Instruments 2. Drafting Symbols and Conventions 3. Types of Drawings

		<p>2g practice proper measurement and scale as applied to design or construction</p> <ul style="list-style-type: none"> • Mechanical Drafting <ol style="list-style-type: none"> 1. Drafting Materials and Instruments 2. Drafting Symbols and Conventions 3. Types of Drawings
Creative expression: production	The student applies design, directing, and theatre production concepts and skills.	<p>3a identify and safely use technical theatre tools, equipment, and materials</p> <ul style="list-style-type: none"> • Style, Composition and Design <ol style="list-style-type: none"> 1. Drawing and Rendering Materials
		<p>3b develop theatre production skills by:</p> <ul style="list-style-type: none"> • identifying and applying scenic painting techniques; or • Style, Composition and Design • Mechanical Drafting • identifying and applying stage properties practices such as buy, borrow, build, and organize • Stage Properties <ol style="list-style-type: none"> 1. Property Design 2. Organizing Props for a Production 3. Craft Techniques
		<p>3c read and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets</p> <ul style="list-style-type: none"> • Mechanical Drafting • Drafting Materials and Instruments • Drafting Symbols and Conventions • Types of Drawings
Historical and cultural relevance	The student relates theatre to history, society, and culture .	<p>4b analyze the impact of live theatre, film, television, and electronic media on contemporary society</p> <ul style="list-style-type: none"> • Script Analysis <ol style="list-style-type: none"> 1. Analyzing the Script 2. The Questioning Process
		<p>4c analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre</p> <ul style="list-style-type: none"> • Script Analysis <ol style="list-style-type: none"> 1. Analyzing the Script 2. The Questioning Process
		<p>4f understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre</p> <ul style="list-style-type: none"> • Style, Composition, and Design

			<ol style="list-style-type: none"> 1. Drawing and Rendering 2. Materials 3. Drawing and Rendering Techniques 4. Style and Stylization in Theatrical Design 5. Production Style 6. Design Styles and Design Periods 7. Elements of Design 8. Principles of Composition
		4g	identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media <ul style="list-style-type: none"> • Script Analysis
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.	5c	recognize the design and technical elements of theatre as an art form and evaluate self as a creative being <ul style="list-style-type: none"> • Style, Composition and Design
		5d	offer and receive constructive criticism of designs or construction projects by peers and self <ul style="list-style-type: none"> • Production Critique
		5e	evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary <ul style="list-style-type: none"> • Production Critique
		5f	evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary <ul style="list-style-type: none"> • Script Analysis • Scene Breakdown • Technical A-ha Moments
Content Vocabulary			
Enduring Understandings/Essential Questions			

Signature Lessons
•
Resources
•
Textbook Alignment
•
Formative Assessment
•

Grade level – 10-12		Time Allotted: Days	
Content Area – Fine Arts-Technical Theatre II			
Unit Name:			
Strand	TEKS Statement	TEKS	Student Expectation/District Clarification
Foundations: inquiry and understanding	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre	1a	demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound <ul style="list-style-type: none"> • Scenic Design • Scenic Production Techniques • Scene Painting • Costume Design • Costume Construction • Makeup
		1b	identify the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage <ul style="list-style-type: none"> • Scenery • Organization of Costume Shops • The Costume Shop
		1c	use established theatre systems such as the production calendar, tech rehearsals, and production staff roles <ul style="list-style-type: none"> • Scenic Designer • Costume Designer • Makeup Designer
		1d	use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre <ul style="list-style-type: none"> • The Costume Shop
Creative expression: performance	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance	2a	identify and use technical elements in various theatrical styles and genres <ul style="list-style-type: none"> • Scenic Design • Scenic Production Techniques • Scene Painting • Costume Design • Costume Construction • Makeup

			<p>2b apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch</p> <ul style="list-style-type: none"> • Costume Organizational Paperwork • Visual Presentation of Scenic Designs • Considerations for the Scenic Designer • Scenic Construction Techniques • Materials Used in Costume Construction
			<p>2c recognize the principles of design, including lines, shape, mass, measure, position, color, and texture</p> <ul style="list-style-type: none"> • Costume Organizational Paperwork • Visual Presentation of Scenic Designs • Considerations for the Scenic Designer • Scenic Construction Techniques • Materials Used in Costume Construction
			<p>2d recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis</p> <ul style="list-style-type: none"> • Costume Organizational Paperwork • Visual Presentation of Scenic Designs • Considerations for the Scenic Designer • Scenic Construction Techniques • Materials Used in Costume Construction
			<p>2e recognize the elements of color in design such as color theory, the science of color and light, and the color palette</p> <ul style="list-style-type: none"> • Preparing Scenery for Painting • Preliminary Coating • Paint-Mixing Techniques • Visual Presentation of Scenic Designs • Materials Used in Costume Construction
			<p>2f demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models</p> <ul style="list-style-type: none"> • Visual Presentation of Scenic Designs • Visual Presentation of the Costume Design
			<p>2g practice proper measurement and scale as applied to design or construction</p> <ul style="list-style-type: none"> • Materials Used in Costume Construction

<p>Creative expression: production</p>	<p>The student applies design, directing, and theatre production concepts and skills.</p>	<p>3a</p>	<p>identify and safely use technical theatre tools, equipment, and materials</p> <ul style="list-style-type: none"> • Materials Used in Costume Construction • Fabrics and Nonfabric Materials • Scene Painting Materials • Types of Makeup • Application Techniques of Makeup
<p>Historical and cultural relevance</p>	<p>The student relates theatre to history, society, and culture.</p>	<p>3b</p>	<p>develop theatre production skills by:</p> <p>(ii) building or pulling and altering costumes using safe costume construction techniques;</p> <ul style="list-style-type: none"> • Costume Design and Construction Project <p>(viii) identifying and applying scenic painting techniques; or</p> <ul style="list-style-type: none"> • Scene Painting Spring Show Set
<p>Critical evaluation and response</p>	<p>The student responds to and evaluates theatre and theatrical performances.</p>	<p>3c</p>	<p>read and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets</p> <ul style="list-style-type: none"> • Costume Organizational Paperwork • Visual Presentation of Scenic Designs • Visual Presentation of the Costume Design
<p>Content Vocabulary</p>		<p>4a</p>	<p>apply historical or cultural accuracy from research in theatrical design</p> <ul style="list-style-type: none"> • Considerations for the Scenic Designer <ol style="list-style-type: none"> 1. Mood and Spirit of the Play 2. Historical Period of the Play 3. Locale of the Play 4. Socioeconomical Level and Personality of the Characters • The Nature of Costume Design <ol style="list-style-type: none"> 1. The Psychological Meaning of Clothes 2. Objective Information Provided by Clothes 3. Historical Accuracy of Characters 4. Cultural derivate of fabric, dye, and color
		<p>4f</p>	<p>understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre</p> <ul style="list-style-type: none"> • The Impact of Fashion Design Throughout History
		<p>5c</p>	<p>recognize the design and technical elements of theatre as an art form and evaluate self as a creative being</p> <ul style="list-style-type: none"> • Production Critique

Enduring Understandings/Essential Questions				
Signature Lessons				
•				
Resources				
•				
•				
•				
•				

Grade level – 10-12		Time Allotted: Days	
Content Area – Fine Arts-Technical Theatre II			
Unit Name:			
Strand	TEKS Statement	TEKS	Student Expectation/District Clarification
Foundations: inquiry and understanding	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre	1a	demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound <ul style="list-style-type: none"> • Lighting Design • Lighting Production • Electrical Theory and Practice • Projections and Media • Sound Design and Technology
		1c	use established theatre systems such as the production calendar, tech rehearsals, and production staff roles <ul style="list-style-type: none"> • Lighting Designer • Projections Designer • Sound Designer
		1d	use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre <ul style="list-style-type: none"> • Electrical Theory and Practice
Creative expression: performance	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance	2a	identify and use technical elements in various theatrical styles and genres <ul style="list-style-type: none"> • Lighting Design and Technology • Electrical Theory and Practice • Projections and Media • Sound Design and Technology
		2b	apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch <ul style="list-style-type: none"> • Lighting Design • Sound Design • Projection Design
		2e	recognize the elements of color in design such as color theory, the science of color and light, and the color palette <ul style="list-style-type: none"> • Color in Light

			<ul style="list-style-type: none"> • Color Mixing in Light • Additive and Subtractive Color Mixing • Gel
		2f	<p>demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models</p> <ul style="list-style-type: none"> • Lighting plot creation • Sound Plot and Equipment List • Blocking Example and Prompt Book Execution
Creative expression: production	The student applies design, directing, and theatre production concepts and skills.	3a	<p>identify and safely use technical theatre tools, equipment, and materials</p> <ul style="list-style-type: none"> • Safe practices of electrical theory • Electricity at Work
		3b	<p>develop theatre production skills by:</p> <p>(iii) hanging and focusing lighting instruments and using dimmers and controllers;</p> <ul style="list-style-type: none"> • Lighting Design and Technology • Showcase hang and focus <p>(iv) identifying electrical theory and practice as it applies to theatrical lighting;</p> <ul style="list-style-type: none"> • Electrical Theory and Practice <p>(v) recording, editing, or creating sound effects;</p> <ul style="list-style-type: none"> • Sound Design and Technology <p>(vi) identifying marketing products for theatrical productions;</p> <ul style="list-style-type: none"> • Marketing for Theatre <p>(vii) practicing stage management techniques such as build a promptbook, call cues, and record blocking;</p> <ul style="list-style-type: none"> • Blocking Example in Stage Management • Calling cues for Showcase and Show Choir
		3c	<p>read and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets</p> <ul style="list-style-type: none"> • Sample lighting plot • Hang and focus for Showcase
Historical and cultural relevance	The student relates theatre to history, society, and culture.	4a	<p>apply historical or cultural accuracy from research in theatrical design</p> <ul style="list-style-type: none"> • History of Lighting Design • History of Sound Design • History of Projection Design
		4b	<p>analyze the impact of live theatre, film, television, and electronic media on contemporary society</p>

			<ul style="list-style-type: none"> • Production Critiques • New Technical Products Assignments
		4c	<p>analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre</p> <ul style="list-style-type: none"> • West End History • Broadway History • Electricity History • History of the Moving Light
		4d	<p>explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre</p> <ul style="list-style-type: none"> • Greek Theatre, Renaissance Theatre, Asian Kabuki and Noh Design
		4e	<p>illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light</p> <ul style="list-style-type: none"> • History of Projection Design
		4f	<p>understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre</p> <ul style="list-style-type: none"> • History of Prominent US; • Lighting Designers, Sound Designers, Scenic Designers, Costume Designers, Makeup & Wig Designers
		4g	<p>identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media</p> <ul style="list-style-type: none"> • Research Project
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.	5a	<p>compile materials to construct a resume and portfolio of works created in technical theatre</p> <ul style="list-style-type: none"> • Theatrical vs. Standard Resume • Compile Resume • Digital vs. Paper Portfolio • Digital Portfolio Layout
		5b	<p>analyze and apply appropriate behavior of technical staff at various types of live performances</p> <ul style="list-style-type: none"> • Crew Rules and Regulations
		5c	<p>recognize the design and technical elements of theatre as an art form and evaluate self as a creative being</p> <ul style="list-style-type: none"> • Art History Critiques
		5d	<p>offer and receive constructive criticism of designs or construction projects by peers and self</p>

			<ul style="list-style-type: none"> Peer Design Project
		5e	evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary <ul style="list-style-type: none"> Production Critique(s)
		5f	evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary <ul style="list-style-type: none"> Production Critique(s) Art Critique(s) Art Appreciation
		5g	explore career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities <ul style="list-style-type: none"> Tech Careers
		5h	connect theatre skills and experiences to higher education and careers outside of the theatre <ul style="list-style-type: none"> College Visits
		5i	use technology to communicate and present findings in a clear and coherent manner <ul style="list-style-type: none"> Digital Peer to Peer Conversations

Content Vocabulary

Enduring Understandings/Essential Questions

Signature Lessons

<ul style="list-style-type: none">
--

Resources

<ul style="list-style-type: none">
--

Textbook Alignment

•
Formative Assessment
•
•