

**Learning Goal:** We will be proactive and balance our schedules in order to focus on rehearsal activities for the production.

**Success Criteria:** I will be able to:

- talk with my teachers to plan for the time I'm missing in preparation for the show;
- develop an advocacy plan for my own well-being to support the performance week;
- be proactive about elements that I need at the performance venue in order to be successful on stage

**Submission Criteria:**

You may choose how you submit your Academic and Wellness planner with the following choices:

- one page point form notes organized using headings  
OR
- a filled out chart and paragraph answers to the questions (100 words minimum/150 words maximum)  
OR
- video/recording oral response (two minutes minimum/five minutes maximum)  
OR
- Slidedeck that answers the questions below (eight slide minimum, twelve slide maximum)

Regardless of submission format, please keep the following in mind:

- be clear and concise in your answers and action plans
- structure your answers with: state your point, provide an example, talk about the impact
- be honest with your own timelines and needs when working out a schedule for success

Checkpoint Date:

Due Date:

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1. Academic Planning

*What will you be missing in class during musical week? What things need to be rescheduled? How will you catch up on work after the musical?*

Example:

| Period | Class   | Teacher | Current Mark | Upcoming Unit/Assignments   | Teacher/Student Comments                         |
|--------|---------|---------|--------------|---|--|
| 1      | Theatre | Clarkey | 82%          | Playwriting One Act Draft December 10th<br>Canadian Scene Study December 13th | -Need to submit rough notes via Google Classroom |

Your Name:

| Period | Class | Teacher | Current Mark | Upcoming Unit/Assignments | Teacher/Student Comments |
|--------|-------|---------|--------------|---------------------------|--------------------------|
| 1      |       |         |              |                           |                          |
| 2      |       |         |              |                           |                          |
| 3      |       |         |              |                           |                          |
| 4      |       |         |              |                           |                          |

Other Notes Regarding Assignments/Missed Material?

2. What do you need to accomplish during the week of December 2nd?
3. What will prevent you from staying on task? How will you work through this challenge?
4. How are you going to make sure that you keep healthy habits/balance in your life (sleeping, eating properly, spending time with loved ones)?
5. Who is going to help you achieve these goals?
6. How you help your offstage duty team achieve their goals going into show week? What needs to happen in order for the goal to be reached?
7. What are you worried about concerning going into theatre week?
8. What are you most excited about?

**Assessment Rubric:**

**Transfer of Knowledge and Skills**

**[Application / marks]**

Understanding the professional nature and time management skills needed for the production.

| Criteria  | Below 50%   | L1 (50-59%)   | L2 (60-69%)  | L3 (70-79%)  | L4 (80-100%)   |
|---|---|---|--|--|--|
| Transfer knowledge of audience and musical theatre skills to build an action plan in order to keep balanced during the musical. | Student does not transfer skills to new contexts. | Transfer skills to new contexts with limited effectiveness. | Transfer skills to new contexts with some effectiveness. | Transfer skills to new contexts with considerable effectiveness. | Transfer skills to new contexts with high degree of effectiveness. |

**Expression and Organization of Academic Planner**

**[Communication**

**/ marks]**

Communicate and express ideas and information for different audiences and purposes.

| Criteria  | Below 50%                                      | L1 (50-59%)  | L2 (60-69%)   | L3 (70-79%)  | L4 (80-100%)   |
|---|--|--|---|--|--|
| Clear and logical expression of plan to achieve balance during production season. | Student does not communicate intended audience | Student has communicates for different audiences with limited effectiveness. | Student has communicates for different audiences with some effectiveness. | Student has communicates for different audiences with considerable effectiveness | Student has communicates for different audiences with high degree of effectiveness |

Teacher Comments:

Student Comments:

Review Of the Action Plan After the Performance:

*What worked? What are elements to improve upon for future performances?*