

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE KINDERGARTEN SCOPE AND SEQUENCE/TIMELINE



### FIRST GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
August September October	<b>Creative Expression</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	<p>___ GLI 1: Imitate movements, voices and feelings of people, animals and objects through dramatic play.</p> <p>___ GLI 3: Responds with sound, movement, pantomime, and/or puppetry to a variety of images provided by sounds, music, poetry, stories and pictures.</p>		
October	<b>Creative Expression with emotion</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	___ GLI 4: Communicates feelings and attitudes using facial expressions, voice, body and movement.		
October November	<b>Dramatizing Stories</b>	Historical, Cultural and Social Contexts	B: Identify and compare similar characters and situations in stories/ dramas from and about various cultures and time periods.	___ GLI 2: Listen to stories, myths and/or fairy tales from various time periods and cultures.		<b>History</b> 5: Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States
November	<b>Vocabulary</b>	Analyzing and Responding	A Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.	___ GLI 2: Identify the characters, place and time in a story using dramatic/theatrical vocabulary.	<b>Reading Applications: Literary Text</b> GLI 2: Identify the characters and setting in a story	<b>People in Societies</b> 2: Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales music and the arts
November	<b>Story Elements</b>	Historical, Cultural, and	C: Explain the role of writers in	___ GLI 1: Describe what a writer/ playwright		

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
		Social Contexts	creating live theatre, film/video and broadcast media.	does.		
November	<b>Dramatizing Stories with Characterization</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	<p>____ GLI 1: Imitate movements, voices and feelings of people, animals and objects through dramatic play.</p> <p>____ GLI 2: Perform group pantomimes and improvisations to retell familiar stories.</p> <p>____ GLI 3: Responds with sound, movement, pantomime, and/or puppetry to a variety of images provided by sounds, music, poetry, stories and pictures.</p> <p>____ GLI 4: Communicates feelings and attitudes using face, voice, body and movement.</p>		

**COLUMBUS CITY SCHOOLS**  
**DRAMA/THEATRE KINDERGARTEN SCOPE AND SEQUENCE/TIMELINE**



**SECOND GRADING PERIOD**

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
November	<b>Integration</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 2: Use drama/theatre to communicate information from other academic content areas.	<b>Research</b> GLI 1: Ask questions about a topic being studied or an area of interest. GLI 2: Use books or observations to gather information, with teacher assistance to explain a topic or unit of study GLI 3: Recall information about a topic, with teacher assistance. GLI 4: Share findings visually or orally. <b>Communication: Oral and Visual</b> GLI 2: Connect what is heard with prior knowledge and experience.	<b>Skills and Methods</b> 1: Listen for information. 4: Communicate information
November	<b>Prediction</b>	Analyzing and Responding	B: Explain the impact of choices made by artists (e.g., playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.	____ GLI 1: Predict the ending of a story or performance.	<b>Reading Process</b> GLI 5: Predict what will happen next, using pictures and content as a guide	
December January	<b>Multicultural Story Dramatization</b>	Connections, Relationships, and Applications	B: Collaborate with classmates to plan, prepare and present	____ GLI 1: Collaboratively retells stories from various cultures	<b>Reading Applications: Literary Text</b> GLI 3. Retell or	<b>History</b> 5: Listen to and discuss songs, poetry, literature and drama that reflect

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
			dramatizations including scenes from Ohio history and various cultures.		reenact a story that has been heard. <b>Communication</b> GLI 4: Speak clearly and understandably	the cultural heritages of the people of the United States. <b>People in Societies</b> 2: Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales music and the arts

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE KINDERGARTEN SCOPE AND SEQUENCE/TIMELINE



### THIRD GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
January	<b>Planning Dramatizations</b>	Historical, Cultural, and Social Context	D: Participates cooperatively in dramatic activities	____ GLI 1: Shares own ideas in dramatic planning		
	<b>Dramatization</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work	____ GLI 2: Use dramatization to retell or summarize a story. ____ GLI 3: Uses oral language in a variety of ways such as developing dialogue for a story character, retelling a story or participating in choral speaking or noisy stories.	<b>Reading Applications: Literary Text</b> GLI 3: Retell or re-enact a story that has been heard. <b>Communication</b> GLI 4: Speak clearly and understandably.	
February	<b>Telling your story</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted work	____ GLI 1: Tell a story based on personal experience and include who and what.	<b>Communication: Oral and Visual</b> GLI 4: Speak clearly and understandably.	
March	<b>Integration</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 2: Use drama/theatre to communicate information from other academic content areas.	<b>Research</b> GLI 1: Ask questions about a topic being studied or an area of interest. GLI 2: Use books or observations to gather information, with teacher assistance to explain a topic or unit of study. GLI 3: Recall information about a topic, with teacher assistance. GLI 4: Share findings visually or orally. <b>Communication: Oral and Visual</b>	<b>Social Studies Skills and Methods</b> 1: Listen for information. 4: Communicate information.

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
					GLI 2: Connect what is heard with prior knowledge and experience.	
March	<b>Cooperatively Preparing and Sharing Dramatizations</b>	Connections, Relationships, and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	<p>____ GLI 2: Work cooperatively to perform or dramatize a story</p> <p>____ GLI 3: Shares own ideas in the direction of the drama</p> <p>____ GLI 4: Listens and reacts to the ideas of others when planning, preparing and presenting dramatizations.</p>	<p><b>Reading Applications: Literary Text</b></p> <p>GLI 3: Retell or re-enact a story that has been heard.</p>	<p><b>Social Skills and Methods</b></p> <p>5: Work with others by sharing, taking turns and raising hand to speak.</p>

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE KINDERGARTEN SCOPE AND SEQUENCE/TIMELINE



### FOURTH GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
March	<b>Creative Expression with dramatizations</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations	<p>___ GLI 1: Imitate movements, voices and feelings of people, animals and objects through dramatic play.</p> <p>___ GLI 2: Perform group pantomimes and improvisations to retell familiar stories.</p> <p>___ GLI 3: Responds with sound, movement, pantomime, and/or puppetry to a variety of images provided by sounds, music, poetry, stories and pictures.</p> <p>___ GLI 4: Communicates feelings and attitudes using facial expressions, voice, body and movement.</p>	<p><b>Reading Applications: Literary Text</b></p> <p>GLI 3: Retell or re-enact a story that has been heard</p>	<p><b>Social Skills and Methods</b></p> <p>5: Work with others by sharing, taking turns and raising hand to speak.</p>
April	<b>Cooperatively Preparing and Sharing integrated dramatizations</b>	Connections, Relationships, and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	<p>___ GLI 2: Work cooperatively to perform or dramatize a story.</p> <p>___ GLI 3: Shares own ideas in the direction of the drama.</p> <p>___ GLI 4: Listens and reacts to the ideas of others when planning, preparing and presenting dramatizations.</p>	<p><b>Communication: Oral and Visual</b></p> <p>GLI 5: Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.</p>	<p><b>Social Skills and Methods</b></p> <p>1: Listen for information.</p> <p>4: Communicate information.</p> <p>5: Work with others by sharing, taking turns and raising hand to speak.</p>
May	<b>Staging</b>	Creative Expression and	B: Create places/spaces	<p>___ GLI 1: Create a physical environment for a</p>		

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
		Communication	where performances can be staged.	story (e.g., arrange classroom furniture to represent a specific place or situation, suggest lighting and/or sound effects, express mood and choose clothing pieces for the characters in the story).		
May	<b>Staging</b>	Creative Expression and Communication	C: Demonstrate various ways to stage classroom dramatizations	____ GLI: 1 Identify areas in the community, in a school or in a classroom where a performance could be staged for an audience		
May	<b>Audience Behavior</b>	Historical, Cultural and Social Contexts	A: Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form.	____ GLI 1: Explain when to observe and listen, and when to speak appropriate for the context and style of the art form.	<b>Communication: Oral and Visual</b> GLI 1: Listen attentively to speakers, stories, poems and songs	<b>Social Skills and Methods</b> 5: Work with others by sharing, taking turns and raising hand to speak.
May	<b>Vocabulary</b>	Analyzing and Responding	A: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.	____ GLI 1: Use appropriate dramatic/theatrical vocabulary (e.g., actor, audience) to describe dramatic/theatrical experiences.	<b>Acquisition of Vocabulary</b> GLI 1: Understand new words from the context of conversations or from the use of pictures within a text.	
May	<b>Critique</b>	Valuing Drama/Theatre/ Aesthetic Reflection	A: Apply personal criteria for evaluation drama/theatre works or experiences.	____ GLI 1: Indicate an emotional response to a drama/theatre work or experience. ____ GLI 2: Express physically, verbally, or pictorially what he/she notices about theatre events.		



MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
May	Critique	<b>Valuing Drama/Theatre/Aesthetic Reflection</b>	B: Represent the diversity of personal opinions expressed in response to a drama/theatre work or experience.	____ GLI 1: Recognize that there are opinions other than their own when responding to a drama/theatre work or experience.		<b>Social Studies Skill and Methods</b> 4: Communicate information

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 1 SCOPE AND SEQUENCE/TIMELINE



### FIRST GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
August September October	<b>Creative Expression</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	____ GLI 1: Demonstrate various movements, voices and feelings by performing a variety of familiar roles.	<b>Communication: Oral and Visual</b> GLI 4: Speak clearly and understandably.	
October	<b>Creative Expression and Communication</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work.	____ GLI 1: Describe characters in a story and tell how the characters are similar to or different from themselves.	<b>Reading Applications: Literary Text</b> GLI 2: Identify characters, setting and events in a story	
November	<b>Cooperation</b>	Connections, Relationships, and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	____ GLI 4: Work cooperatively to present a tableau, improvisation or pantomime.	<b>Communication: Oral and Visual</b> GLI 7: Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).	<b>Citizenship Rights and Responsibilities</b> 1: Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the ideas of treating others the way you want to be treated. 2: Demonstrate self-direction in school tasks.

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 1 SCOPE AND SEQUENCE/TIMELINE



### SECOND GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
November	<b>Audience Behavior</b>	Historical, Cultural and Social Contexts	A: Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form.	___ GLI 1: Demonstrate appropriate audience behavior.		<b>Social Studies Skills and Methods</b> 6: Display courtesy and respect for others in group settings including: staying on topic and focusing attention on the speaker
December	<b>Story Sequencing</b>	Analyzing and Responding Standard	A: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.	___ GLI 2: Retell the beginning, middle and ending of a story in proper sequence and include the important events. ___ GLI 3: Identify the characters, time and place and major events in a story using dramatic/theatrical vocabulary and concepts.	<b>Reading Applications: Literary Text</b> GLI 2: Identify characters, setting and events in a story. GLI 3: Retell the beginning, middle and ending of a story, including its important events.	<b>Social Studies Skills and Methods</b> 2: Sequence information
December	<b>Story Elements</b>	Analyzing and Responding	B: Explain the impact of choices made by artists (e.g., playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.	___ GLI 2: Compare and contrast the elements (e.g., plot, character, setting) of various narratives.	<b>Reading Process</b> GLI 6: Recall the important ideas in fictional and non-fictional texts.	<b>Social Skills and Methods</b> 4: Identify main ideas form oral, visual and print sources.
January	<b>Multicultural Story Dramatization</b>	Historical, Cultural and Social Contexts	B: Identify and compare similar characters and	___ GLI 2: Retell or dramatize stories, myths and/or fairy tales from	<b>Reading Applications: Literary Text</b>	<b>People in Societies</b> 2: Identify cultural practices of a culture

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
			situations in stories/dramas from and about various cultures and time periods	various time periods and cultures.	<p>GLI 2: Identify characters, setting and events in a story</p> <p>GLI 3: Retell the beginning, middle and ending of a story, including its important events</p> <p>GLI 4: Identify differences between stories, poems and plays.</p> <p>GLI 5: Recognize predictable patterns in stories and poems.</p> <p><b>Communication: Oral and Visual</b></p> <p>GLI 7: Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).</p>	<p>on each continent through the study of the folktales, music and art created by people living in that culture.</p> <p>3: Describe family and local community customs and traditions.</p> <p>4: Describe life in other countries with emphasis on daily life, including roles of men, women and children.</p> <p><b>Social Studies Skills and Methods</b></p> <p>5: Communicate information orally or visually</p>

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 1 SCOPE AND SEQUENCE/TIMELINE



### THIRD GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
January	<b>Multicultural Story Dramatization</b>	Connections, Relationships, and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	<p>____ GLI 3: Use drama/theater to present stories from other cultures.</p>	<p><b>Reading Applications: Literary Text</b></p> <p>GLI 1: Provide own interpretation of story, using information from the text.</p> <p>GLI 2: Identify characters, setting and events in a story.</p> <p>GLI 3: Retell the beginning, middle and ending of a story, including its important events</p> <p>GLI 4: Identify differences between stories, poems and plays.</p> <p>GLI 5: Recognize predictable patterns in stories and poems.</p> <p><b>Communication: Oral and Visual</b></p> <p>GLI 7: Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).</p>	<p><b>People in Societies</b></p> <p>2: Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.</p> <p>3: Describe family and local community customs and traditions.</p> <p>4: Describe life in other countries with emphasis on daily life, including roles of men, women and children.</p> <p><b>Social Studies Skills and Methods</b></p> <p>5: Communicate information orally or visually</p>
February	<b>Dramatizing Story Sequencing</b>	Analyzing and Responding	A: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.	<p>____ GLI 2: Retell the beginning, middle and ending of a story in proper sequence and include the important events.</p> <p>____ GLI 3: Identify the characters, time and place and major events in a story.</p>	<p><b>Reading Applications: Literary Text</b></p> <p>GLI 2: Identify characters, setting and events in a story.</p> <p>GLI 3: Retell the beginning, middle and ending of a story, including its important events.</p>	<p><b>Social Studies Skills and Methods</b></p> <p>2: Sequence information.</p>

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
February		Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 2: Identify the theatrical concept of beginning, middle and end in other academic content areas.	<b>Reading Applications: Literary Text</b> GLI 2: Identify characters, setting and events in a story. GLI 3: Retell the beginning, middle and ending of a story, including its important events.	<b>Social Studies Skills and Methods</b> 2: Sequence information.
March		Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	____ GLI 3: Dramatize/improvise familiar, simple stories from classroom literature or life experiences incorporating plot (beginning, middle and end).	<b>Reading Applications: Literary Text</b> GLI 1: Provide own interpretation of story, using information from the text. GLI 2: Identify characters, setting and events in a story. GLI 3: Retell the beginning, middle and ending of a story, including its important events. GLI 4: Identify differences between stories, poems and plays. GLI 5: Recognize predictable patterns in stories and poems. <b>Communication: Oral and Visual</b> GLI 7: Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).	<b>Social Studies Skills and Methods</b> 2: Sequence information.

**COLUMBUS CITY SCHOOLS**  
**DRAMA/THEATRE GRADE 1 SCOPE AND SEQUENCE/TIMELINE**



**FOURTH GRADING PERIOD**

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
March	<b>Role of Writers</b>	Analyzing and Responding	B: Explain the impact of choices made by artists (e.g., playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.	<p>____ GLI 1: Discuss the author/playwright's intent.</p> <p>____ GLI 3: Compare and contrast dramatic situations with real life.</p>	<p><b>Reading Process</b></p> <p>GLI 1: Describe the role of authors and illustrators.</p>	
March	<b>Staging</b>	Creative Expression	C: Demonstrate various ways to stage classroom dramatizations	<p>____ GLI 1: Collaborate with classmates to arrange a classroom environment to create a performance setting and audience space for a classroom performance.</p>		
March	<b>Critique</b>	Analyzing and Responding	C: Apply criteria for evaluating a theatrical work.	<p>____ GLI 1: Explain a character's choices and decisions.</p>	<p><b>Communication: Oral and Visual</b></p> <p>GLI 2: Compare what is heard with prior knowledge and experience.</p>	
April	<b>Staging</b>	Creative Expression and Communication	B: Create places/spaces where performances can be staged.	<p>____ GLI 1: Arrange classroom objects to represent a suitable environment for dramatic/theatrical activities (e.g., arrange classroom furniture into a theatre space, use available classroom resources to add lighting and/or sound effects to a</p>		

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
				story and draw what a character in a story would wear).		
	<b>Critique</b>	Valuing Drama/Theatre/ Aesthetic Reflection	A: Apply personal criteria for evaluation drama/theatre works or experiences.	____ GLI 1: Explain their emotional response to a drama/theatre work or experience.		
April	<b>Critique</b>	Valuing Drama/Theatre/ Aesthetic Reflection	B: Represent the diversity of personal opinions expressed in response to a drama/theatre work or experience.	____ GLI 2: Restate opinions of others in response to a drama/theatre work or experience.		
May	<b>Integration</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 1: Identify and describe differences among art forms.	<b>Research</b> GLI 4: Recall important information about a topic with teacher assistance.	<b>Social Studies Skills and Methods</b> 1: Obtain information about a topic using a variety of oral and visual sources.
May	<b>Role of writers</b>	Historical, Cultural and Social Contexts	C: Explain the role of writers in creating live theatre, film/video and broadcast media.	____ GLI 3: Use available information to identify the creator of a work.	<b>Reading Process</b> GLI 1: Describe the role of authors and illustrators.	
	<b>Vocabulary</b>	Analyzing and Responding	A: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.	____ GLI 1: Use appropriate dramatic/theatrical vocabulary (e.g., character, time and places) to describe dramatic/theatrical experiences.	<b>Acquisition of Vocabulary</b> GLI 2: Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). GLI 3: Classify words into categories.	



# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 2 SCOPE AND SEQUENCE/TIMELINE



### FIRST GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
August September	<b>Creative Expression</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	____ GLI 1: Create the movement and voice of a character to communicate feelings, ideas and activities in various drama/theatre experiences (e.g., skits, puppetry, pantomime, improvisation, storytelling).	<b>Phonemic Awareness, Work Recognition and Fluency</b>  GLI 10: Read passages fluently with appropriate changes in voice, timing and expression.  <b>Communication: Oral and Visual</b>  GLI 7: Adjust volume to stress important ideas.	
October	<b>Story Dramatization and Sequencing</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work.	____ GLI 4: Listen to a story and sequence the events including the problem and the solution.	<b>Reading Process</b>  GLI 4: Summarize text by recalling main ideas and some supporting details.  <b>Reading Applications</b>  GLI 3: Retell the plot of a story.	<b>History</b>  3: Place a series of related events in chronological order on a time line.
	<b>Vocabulary</b>	Analyzing and Responding	A: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.	____ GLI 2: Describe the characters, setting, central ideas and plot in a story or dramatic/theatrical work using dramatic/theatrical vocabulary and concepts.	<b>Reading Applications</b>  GLI 2: Describe characters and setting.  GLI 5: Identify words from texts that appeal to the senses.  GLI 6: Identify the theme of a text.  <b>Reading Process</b>  GLI 6: Answer literal, inferential and evaluative question to demonstrate comprehension of grade-appropriate print texts and electronic and	

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
					visual media.	
November	<b>Story Elements</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work.	____ GLI 2: Describe the character's feelings in a story and compare them to people and events in their lives.	<b>Reading Process</b> GLI 3: Compare and contrast information in texts with prior knowledge and experience.	
	<b>Problem-solving</b>	Connections, Relationships, and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	____ GLI 2: Identify problem-solving and communication skills needed to dramatize a story or current event.	<b>Communication: Oral and Visual</b> GLI 1: Use active listening strategies, such as making eye contact and asking for clarification and explanation.	<b>Citizenship Rights and Responsibilities</b> 1: Demonstrate skills and explain the benefits of cooperation when working in group settings (manage conflict peacefully; display courtesy; respect others). <b>Social Studies Skills and Methods</b> 6: Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 2 SCOPE AND SEQUENCE/TIMELINE



### SECOND GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
November	<b>Creative Expression</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	<p>____ GLI 1: Create the movement and voice of a character to communicate feelings, ideas and activities in various drama/theatre experiences (e.g., skits, puppetry, pantomime, improvisation, storytelling).</p>	<p><b>Phonemic Awareness, Work Recognition and Fluency</b></p> <p>GLI 10: Read passages fluently with appropriate changes in voice, timing and expression.</p> <p><b>Communication: Oral and Visual</b></p> <p>GLI 7: Adjust volume to stress important ideas.</p>	
December	<b>Story Dramatization</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work.	<p>____ GLI 2: Describe the character's feelings in a story and compare them to people and events in their lives.</p> <p>____ GLI 3: Convey familiar stories, sequencing events and identifying characters, setting and conflict.</p>		<p><b>History</b></p> <p>3: Place a series of related events in chronological order on a time line.</p>
	<b>Problem-solving</b>	Connections, Relationships, and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	<p>____ GLI 2: Identify problem-solving and communication skills needed to dramatize a story or current event.</p>		<p><b>Citizenship Rights and Responsibilities</b></p> <p>1: Demonstrate skills and explain the benefits of cooperation when working in group settings (manage conflict peacefully; display courtesy; respect others).</p> <p><b>Social Studies Skills and Methods</b></p>

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
						6: Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.
January	<b>Audience Behavior</b>	Historical, Cultural and Social Contexts	A: Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form.	<p>____ GLI 1: Demonstrate audience behavior appropriate for participatory and traditional experiences.</p> <p>____ GLI 2: Discuss how audience behavior differs among the forms of drama/theatre (e.g., live theatre, film/video and broadcast media).</p>		
	<b>Vocabulary</b>	Analyzing and Responding	A: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.	<p>____ GLI 1: Use appropriate dramatic/theatrical vocabulary (e.g., plot, setting) to describe dramatic/theatrical experiences.</p>	<p><b>Acquisition of Vocabulary</b></p> <p>GLI 2: Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).</p>	

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 2 SCOPE AND SEQUENCE/TIMELINE



### THIRD GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
January	<b>Creative Expression</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	<p>____ GLI 1: Create the movement and voice of a character to communicate feelings, ideas and activities in various drama/theatre experiences (e.g., skits, puppetry, pantomime, improvisation, storytelling).</p>	<p><b>Phonemic Awareness, Word Recognition and Fluency</b></p> <p>GLI 10: Read passages fluently with appropriate changes in voice, timing and expression.</p> <p><b>Communication: Oral and Visual</b></p> <p>GLI 7: Adjust volume to stress important ideas.</p>	
January February	<b>Multicultural Stories</b>	Historical, Cultural and Social Contexts	B: Identify and compare similar characters and situations in stories/dramas from and about various cultures and time periods	<p>____ GLI 1: Compare plays/stories representing various time periods.</p> <p>____ GLI 2: Read and/or view plays from various cultures and describe the visual, aural and kinetic elements found within.</p>	<p><b>Reading Applications</b></p> <p>GLI 1: Compare and contrast different versions of the same story.</p> <p>GLI 4: Distinguish between stories, poems, plays, fairy tales and fables.</p> <p><b>Reading Process</b></p> <p>GLI 1: Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).</p> <p>GLI 3: Compare and contrast information in texts with prior knowledge and experience.</p> <p>GLI 10: Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task.</p>	<p><b>History</b></p> <p>4: Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.</p> <p><b>People in Societies</b></p> <p>1: Describe the cultural practices and products of people on different continents.</p> <p>2: Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.</p> <p>3: Explain how contributions of different cultures within the United States have influenced our common national</p>

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
					<b>Communication</b> GLI 2: Compare what is heard with prior knowledge and experience.	heritage.
	<b>Critique</b>	Analyzing and Responding	B: Explain the impact of choices made by artists (e.g., playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.	____ GLI 3: Describe the consequences of a character's decisions and actions in a dramatic/theatrical work.		
February	<b>Connections, Relationships, and Applications</b>	Connections, Relationships, and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	____ GLI 1: Compare the same story from across cultures.	GLI 1: Compare and contrast different versions of the same story.	<b>People in Societies</b> 1: Describe the cultural practices and products of people on different continents. 2: Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture. 3: Explain how contributions of different cultures within the United States have influenced our common national heritage.
March	<b>Story Elements</b>	Analyzing and Responding	B: Explain the impact of choices made by artists (e.g., playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.	____ GLI 1: Identify the theme of a story or dramatic/theatrical work ____ GLI 2: Explain what makes theatrical works different from stories.	<b>Reading Applications</b> GLI 6: Identify the theme of a text. GLI 4: Distinguish between stories, poems, plays, fairy tales and fables.	

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
	<b>Creative Expression and Communication</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work.	<p>____ GLI 2: Describe the character's feelings in a story and compare them to people and events in their lives.</p> <p>____ GLI 3: Convey familiar stories, sequencing events and identifying characters, setting and conflict.</p>	<p><b>Reading Process</b></p> <p>GLI 3: Compare and contrast information in texts with prior knowledge and experience.</p> <p><b>Communication</b></p> <p>GLI 2: Compare what is heard with prior knowledge and experience.</p> <p>GLI 9: Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p> <p>GLI 10: Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).</p>	

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 2 SCOPE AND SEQUENCE/TIMELINE



### FOURTH GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
March	<b>Creative Expression</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	____ GLI 1: Create the movement and voice of a character to communicate feelings, ideas and activities in various drama/theatre experiences (e.g., skits, puppetry, pantomime, improvisation, storytelling).	<b>Phonemic Awareness, Work Recognition and Fluency</b> GLI 10: Read passages fluently with appropriate changes in voice, timing and expression. <b>Communication: Oral and Visual</b> GLI 7: Adjust volume to stress important ideas.	
March	<b>Critique</b>	Analyzing and Responding	C: Apply criteria for evaluating a theatrical work	____ GLI 1: Critique their own portrayals of a character based on voice, gesture, facial expression and movement.	<b>Communication</b> GLI 6: Select language appropriate to purpose and use clear diction and tone. <b>Communication: Oral and Visual</b> GLI 7: Adjust volume to stress important ideas.	
April	<b>Integration</b>	Connections, Relations and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 1: Identify the arts that are used to make a theatrical performance.	<b>Reading Applications</b> GLI 4: Distinguish between stories, poems, plays, fairy tales and fables.	<b>People in Societies</b> 4: Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.
April	<b>Playwright</b>	Historical, Cultural and Social Contexts	C: Explain the role of writers in creating live theatre,	____ GLI 1: Communicate information about the role of a playwright in terms of story and		<b>People in Societies</b> 4: Describe the contributions of significant individuals, including artisans,



MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
			film/video and broadcast media.	script development.		inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.
April	<b>Staging</b>	Creative Expression and Communication	C: Demonstrate various ways to stage classroom dramatizations	____ GLI 1: View a performance and discuss who made the artistic choices.		<b>Social Studies Skills and Methods</b> 1: Obtain information from oral, visual and print sources.
April	<b>Staging</b>	Creative Expression and Communication	B: Create places/spaces where performances can be staged.	____ GLI 1: Explore and demonstrate various design components of a story/scene (e.g., draw a picture from the story, create live sound effects and identify clothing items appropriate to a character).		
May	<b>Critique</b>	Valuing Drama/Theatre/Aesthetic Reflection	A: Apply personal criteria for evaluation drama/theatre works or experiences.	____ GLI 1: Identify factors that influence personal likes and dislikes in a drama/theatre work or experience.		
	<b>Critique</b>	Valuing Drama/Theatre/Aesthetic Reflection	B: Represent the diversity of personal opinions expressed in response to a drama/theatre work or experience.	____ GLI 2: Compare personal opinions with those of others in response to a drama/theatre work or experience.		
May	<b>Integration</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 2: Identify instances in everyday life that are dramatic or theatrical.		

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 3 SCOPE AND SEQUENCE/TIMELINE



### FIRST GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
August September	<b>Integration</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 1: Use concepts or ideas from other academic content areas to create drama/theatre.	<b>Reading Process</b> GLI 3: Compare and contrast information between texts and across subject areas.  <b>Communication: Oral and Visual</b> GLI 9: Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	<b>People in Societies</b> 1: Compare some of the cultural practices and products of various groups of people who have lived in the local community including artistic expression, religion, language, food.  2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.  3: Describe settlement patterns of various cultural groups within the local community.
	<b>Problem Solving and Dramatizing Stories</b>	Connections, Relationships and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	____ GLI 2: Use problem-solving and communication skills to dramatize a story or current event.	<b>Reading Process</b> GLI 5: Make inferences regarding events and possible outcomes from information in text.	<b>Social Studies Skills and Methods</b> 6: Use a problem-solving/decision-making process which includes: identifying a problem; gathering information; listing and considering options; considering advantages and disadvantages of options; choosing and implementing a solution.
	<b>Audience Behavior</b>	Historical, Cultural and Social Contexts	A: Recognize and demonstrate audience/viewer behavior appropriate for the context and	____ GLI 1: Demonstrate audience behavior appropriate for forms and styles of drama/theatre including live		

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
			style of the art form.	theatre, film/video and broadcast media.		
October	<b>Creative Expression</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	<p>____ GLI 1: Create the movement and voice of a character using personal experiences to solve problems encountered by a character.</p> <p>____ GLI 2: Use voice, movement, space and/or physical objects to express or communicate thoughts, feelings and ideas both in improvised and scripted activities.</p>	<p><b>Communication: Oral and Visual</b></p> <p>GLI 5: Select language appropriate to purpose and audience.</p> <p>GLI 6: Use clear diction and tone, and adjust volume and tempo to stress important ideas.</p> <p>GLI 7: Adjust speaking content according to the needs of the audience.</p>	
November	<b>Vocabulary</b>	Analyzing and Responding	A: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.	<p>____ GLI 2: Retell the plot sequence of a dramatic/theatrical work or experience using dramatic/theatrical vocabulary and concepts.</p>	<p><b>Acquisition of Vocabulary</b></p> <p>GLI 1: Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.</p> <p><b>Reading Process</b></p> <p>GLI 4: Summarize texts, sequencing information accurately and include main ideas and details as appropriate.</p> <p><b>Reading Applications</b></p> <p>GLI 3: Retell the plot sequence.</p>	
	<b>Dramatizing Stories with dialogue and descriptive language</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work.	<p>____ GLI 1: Differentiate dialogue from action in a specific piece of literature that is dramatically communicated.</p>	<p><b>Phonemic Awareness, Word Recognition and Fluency</b></p> <p>GLI 6: Read passages fluently with changes in tone, voice, timing and expression to demonstrate</p>	

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
				<p>____ GLI 2: Describe a place using vivid language when storytelling or created scripted work.</p>	<p>meaningful comprehension.</p> <p><b>Reading Applications</b></p> <p>GLI 2: Use concrete details from the text to describe characters and setting.</p> <p>GLI 5: Explain how an author's choice of words appeals to the senses.</p> <p>GLI 7: Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).</p> <p><b>Writing Processes</b></p> <p>GLI 11: Add descriptive words and details and delete extraneous information.</p> <p><b>Writing Applications</b></p> <p>GLI 1: Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.</p>	

**COLUMBUS CITY SCHOOLS  
 DRAMA/THEATRE GRADE 3 SCOPE AND SEQUENCE/TIMELINE**



**SECOND GRADING PERIOD**

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
November	<b>Integration</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 1: Use concepts or ideas from other academic content areas to create drama/theatre.	<b>Reading Process</b> GLI 3: Compare and contrast information between texts and across subject areas. <b>Communication: Oral and Visual</b> GLI 9: Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	<b>People in Societies</b> 1: Compare some of the cultural practices and products of various groups of people who have lived in the local community including: artistic expression; religion; language; food. 2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world. 3: Describe settlement patterns of various cultural groups within the local community.
	<b>Multicultural Stories</b>	Connections, Relationships and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	____ GLI 1: Collaboratively compare characters and situations in stories/drama from and about various cultures when planning, preparing and presenting dramatizations.	<b>Reading Process</b> GLI 3: Compare and contrast information between texts and across subject areas. <b>Reading Applications: Literary Text</b> GLI 1: Recognize and describe similarities and differences of plot across literary works. GLI 2: Use concrete details from the text to describe characters and setting. GLI 4: Identify and explain the defining characteristics of literary forms and	<b>People in Societies</b> 1: Compare some of the cultural practices and products of various groups of people who have lived in the local community including: artistic expression; religion; language; food. 2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world. 3: Describe settlement patterns of various cultural groups within the local community.

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
					genres, including fairy tales, folk tales, poetry, fiction and non-fiction.	
November	<b>Story Elements</b>	Historical, Cultural and Social Contexts	B: Identify and compare similar characters and situations in stories/dramas from and about various cultures and time periods	____ GLI 1: Identify universal characters and themes in stories and plays from time periods and cultures.	<p><b>Reading Process</b></p> <p>GLI 3: Compare and contrast information between texts and across subject areas.</p> <p><b>Reading Applications: Literary Text</b></p> <p>GLI 1: Recognize and describe similarities and differences of plot across literary works.</p> <p>GLI 2: Use concrete details from the text to describe characters and setting.</p> <p>4: Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.</p> <p>GLI 6: Identify stated and implied themes.</p>	<p><b>People in Societies</b></p> <p>1: Compare some of the cultural practices and products of various groups of people who have lived in the local community including: artistic expression; religion; language; food.</p> <p>2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.</p> <p>3: Describe settlement patterns of various cultural groups within the local community.</p>
November	<b>Story Elements</b>	Analyzing and Responding	B: Explain the impact of choices made by artists (e.g., playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.	____ GLI 2: Compare the elements (e.g., plot, character, theme, setting) of various narratives.	<p><b>Reading Process</b></p> <p>GLI 3: Compare and contrast information between texts and across subject areas.</p> <p><b>Reading Applications: Literary Text</b></p> <p>GLI 1: Recognize and describe similarities and differences of plot across literary works.</p> <p>GLI 2: Use concrete details from the text to describe characters and setting.</p> <p>GLI 6: Identify stated and implied themes.</p>	

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
December January	<b>Connections, Relationships, and Applications</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 1: Use concepts or ideas from other academic content areas to create drama/theatre.	<b>Reading Process</b> GLI 3: Compare and contrast information between texts and across subject areas.	<b>People in Societies</b> 1: Compare some of the cultural practices and products of various groups of people who have lived in the local community including: artistic expression; religion; language; food. 2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world. 3: Describe settlement patterns of various cultural groups within the local community.
December January	<b>Connections, Relationships, and Applications</b>	Connections, Relationships and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	____ GLI 1: Collaboratively compare and contrast characters and situations in stories/drama from and about various cultures when planning, preparing and presenting dramatizations.	<b>Reading Process</b> GLI 3: Compare and contrast information between texts and across subject areas. <b>Reading Applications: Literary Text</b> GLI 1: Recognize and describe similarities and differences of plot across literary works. GLI 2: Use concrete details from the text to describe characters and setting. GLI 4: Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.	<b>People in Societies</b> 1: Compare some of the cultural practices and products of various groups of people who have lived in the local community including: artistic expression; religion; language; food. 2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world. 3: Describe settlement patterns of various cultural groups within the local community.
December January	<b>Historical, Cultural and Social Contexts</b>	Historical, Cultural and Social Contexts	B: Identify and compare similar characters and	____ GLI 1: Identify universal characters and themes in stories and plays	<b>Reading Process</b> GLI 3: Compare and contrast information	<b>People in Societies</b> 1: Compare some of the cultural practices

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
			situations in stories/dramas from and about various cultures and time periods	from time periods and cultures.	<p>between texts and across subject areas.</p> <p><b>Reading Applications: Literary Text</b></p> <p>GLI 1: Recognize and describe similarities and differences of plot across literary works.</p> <p>GLI 2: Use concrete details from the text to describe characters and setting.</p> <p>GLI 4: Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.</p> <p>GLI 6: Identify stated and implied themes.</p>	<p>and products of various groups of people who have lived in the local community including: artistic expression; religion; language; food.</p> <p>2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.</p> <p>3: Describe settlement patterns of various cultural groups within the local community.</p>
December January	<b>Analyzing and Responding</b>	Analyzing and Responding	B: Explain the impact of choices made by artists (e.g., playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.	GLI 2: Compare and contrast the elements (e.g., plot, character, theme, setting) of various narratives.	<p><b>Reading Process</b></p> <p>GLI 3: Compare and contrast information between texts and across subject areas.</p> <p><b>Reading Applications: Literary Text</b></p> <p>GLI 1: Recognize and describe similarities and differences of plot across literary works.</p> <p>GLI 2: Use concrete details from the text to describe characters and setting.</p> <p>6: Identify stated and implied themes.</p>	



**COLUMBUS CITY SCHOOLS  
 DRAMA/THEATRE GRADE 3 SCOPE AND SEQUENCE/TIMELINE**



**THIRD GRADING PERIOD**

<b>MONTH</b>	<b>THEME</b>	<b>STANDARD</b>	<b>BENCHMARK</b>	<b>GRADE LEVEL INDICATORS</b>	<b>ENGLISH LANGUAGE ARTS STANDARDS/ GLIs</b>	<b>SOCIAL STUDIES STANDARDS/ GLIs</b>
January	<b>Integration</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 1: Use concepts or ideas from other academic content areas to create drama/theatre.	<b>Reading Process</b> GLI 3: Compare and contrast information between texts and across subject areas.  <b>Communication: Oral and Visual</b> GLI 9: Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	<b>People in Societies</b> 1: Compare some of the cultural practices and products of various groups of people who have lived in the local community including: artistic expression; religion; language; food. 2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world. 3: Describe settlement patterns of various cultural groups within the local community.
	<b>Writing in Role</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work.	____ GLI 3: Express in writing a character's thoughts from his/her perspective.	<b>Writing Processes</b> GLI 1: Generate writing ideas through discussions with others and from printed material. GLI 2: Develop a clear main idea for writing. GLI 3: Develop a purpose and audience for writing. 5: Organize writing by providing a simple introduction, body and a clear sense of closure. GLI 10: Reread and assess writing for clarity, using a variety	

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
					<p>of methods (e.g. writer's circle or author's chair).</p> <p>GLI 13: Use resources and reference materials, including dictionaries, to select more effective vocabulary.</p> <p>GLI 15: Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p> <p><b>Writing Applications</b></p> <p>GLI 5: Produce informal writings (e.g., messages, journals, note and poems) for various purposes.</p>	
February March	<b>Vocabulary</b>	Analyzing and Responding	A: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.	<p>_____ GLI 1: Use appropriate dramatic/theatrical vocabulary (e.g., theme, author, playwright) to describe dramatic/theatrical experiences.</p>	<p><b>Communication: Oral and Visual</b></p> <p>GLI 5: Select language appropriate to purpose of audience.</p>	
February March	<b>Critique</b>	Analyzing and Responding	C: Apply criteria for evaluating a theatrical work.	<p>_____ GLI 1: Apply a set of criteria for evaluation of theatrical experiences.</p> <p>_____ GLI 2: Critique an actor's portrayal of a character based on voice, gesture, facial expression and movement.</p>	<p><b>Communication: Oral and Visual</b></p> <p>GLI 1: Ask questions for clarification and explanation, and respond to other's ideas.</p> <p>GLI 3: Identify the difference between facts and opinions in presentations and visual media.</p>	
February March	<b>Critique</b>	Analyzing and Responding	B: Explain the impact of choices made by artists (e.g., playwrights, actors, directors,	<p>_____ GLI 1: Identify and defend their own interpretations of a character.</p>		

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
			designers) in dramatic/theatrical works or experiences.			
February March	<b>Critique</b>	Valuing Drama/Theatre/ Aesthetic Reflection	B: Represent the diversity of personal opinions expressed in response to a drama/theatre work or experience.	____ GLI 1: Restate opinions of others about a drama/theatre work or experience.		

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 3 SCOPE AND SEQUENCE/TIMELINE



### FOURTH GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
March	<b>Integration</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 1: Use concepts or ideas from other academic content areas to create drama/theatre.	<b>Reading Process</b> GLI 3: Compare and contrast information between texts and across subject areas.  <b>Communication: Oral and Visual</b> GLI 9: Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	<b>People in Societies</b> GLI 1: Compare some of the cultural practices and products of various groups of people who have lived in the local community including: artistic expression; religion; language; food.  GLI 2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.  GLI 3: Describe settlement patterns of various cultural groups within the local community.
April May	<b>Directing</b>	Creative Expression and Communication	C: Demonstrate various ways to stage classroom dramatizations	____ GLI 1: Direct a fellow student how to perform a task or action in a dramatic situation.		
April May	<b>Critique</b>	Valuing Drama/Theatre/ Aesthetic Reflection	A: Apply personal criteria for evaluation drama/theatre works or experiences.	____ GLI 1: Use personal criteria to discuss their responses to a drama/theatre work or experience.	<b>Communication: Oral and Visual</b> GLI 1: Ask questions for clarification and explanation, and respond to other's ideas.  GLI 3: Identify the difference between facts and opinions in presentations and visual media.	

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
April May	<b>Staging</b>	Creative Expression and Communication	B: Create places/spaces where performances can be staged.	____ GLI 1: Choose various design components of a story/scene to create appropriate environment.		
April May	<b>Theater Application</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 1: Use elements of theatre to communicate information.		
April May	<b>Roles of Writers</b>	Historical, Cultural and Social Contexts	C: Explain the role of writers in creating live theatre, film/video and broadcast media.	____ GLI 1: Recognize and describe the roles of writers in live theatre, film/video and broadcast media.		

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 4 SCOPE AND SEQUENCE/TIMELINE



### FIRST GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
August September	<b>Creative Expression</b>	Creative Expression and Communication	A: Sustain characters with consistency in classroom dramatizations.	<p>___ GLI 1: Create the movement and voice of a character and predict/explain the consequences of the character's decisions and actions.</p> <p>___ GLI 2: Manipulate voice, movement, space and/or physical objects to express or communicate thoughts, feelings and ideas both in improvised and scripted activities.</p> <p>___ GLI 3: Create a variety of improvisations based on a dramatic theme.</p>	<p><b>Communication: Oral and Visual</b></p> <p>GLI 6: Use clear diction and tone, and adjust volume and tempo to stress important ideas.</p> <p>GLI 7: Adjust speaking content according to the needs of the audience.</p>	
October November	<b>Integration and Problem-solving</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	<p>___ GLI 2: Use problem-solving and cooperative skills to dramatize a story, current event or a concept from another area.</p>	<p><b>Reading Process</b></p> <p>GLI 3: Compare and contrast information on a single topic or theme across different text and non-text resources.</p> <p><b>Communication: Oral</b></p> <p>GLI 9: Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p>	<p><b>Social Studies Skills and Methods</b></p> <p>GLI 10: Use a problem-solving/ decision-making process which includes: identifying a problem; gathering information; listing and considering options; considering advantages and disadvantages of options; choosing and implementing a solution; developing criteria for judging its effectiveness.</p>
October November	<b>Vocabulary and Story Elements</b>	Analyzing and Responding	A: Use dramatic/theatrical	<p>___ GLI 1: Use appropriate dramatic/theatrical</p>	<p><b>Acquisition of Vocabulary</b></p>	

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
			vocabulary and concepts in responding to dramatic/theatrical experiences.	<p>vocabulary (e.g., conflict, resolution) to describe dramatic/theatrical experiences.</p> <p>____ GLI 2: Describe the plot, characters, conflict, resolution and theme of a dramatic/theatrical work or experience.</p>	<p>GLI 1: Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.</p> <p><b>Communication: Oral and Visual</b></p> <p>GLI 5: Select language appropriate to purpose and audience.</p>	

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 4 SCOPE AND SEQUENCE/TIMELINE



### SECOND GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
November	<b>Ohio History</b>	Connections, Relationships, and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	<p>____ GLI 1: Use drama/theater to retell events in Ohio history.</p>	<p><b>Reading Process</b></p> <p>GLI 4: Summarize important information in texts to demonstrate comprehension.</p>	<p><b>Social Skills and Methods</b></p> <p>GLI 5: Identify main ideas and supporting details from factual information.</p> <p><i>Use 4<sup>th</sup> Grade Social Studies Course of Study to select from a variety of events.</i></p>
December January	<b>Multicultural Stories</b>	Historical, Cultural and Social Contexts	B: Identify and compare similar characters and situations in stories/dramas from and about various cultures and time periods	<p>____ GLI 1: Explain how certain characters reflect their time periods and cultures.</p> <p>____ GLI 2: Identify drama/theatre or storytelling traditions in the cultures or ethnic groups throughout the history of Ohio.</p>	<p><b>Reading Process</b></p> <p>GLI 7: Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p><b>People in Societies</b></p> <p>GLI 1: Describe cultural practices and products of various groups who have settled in Ohio over time: The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Ford Ancient); Historical Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); European immigrants; Amish and Appalachian populations; African-Americans; Recent immigrants from Africa, Asia and Latin America.</p>



# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 4 SCOPE AND SEQUENCE/TIMELINE



### THIRD GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
January	<b>Play Production</b>	Connections, Relationships, and Applications	B: Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.	___ GLI 2: Identify where dramatic/theatrical activities occur in the school/community.		
February		Analyzing and Responding	B: Explain the impact of choices made by artists (e.g., playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.	___ GLI 1: Identify the production concept in a dramatic/theatrical work. ___ GLI 2: Compare and contrast the impact drama/theatre, film/video and broadcast media have on the audience.	<b>Reading Applications: Literary Text</b> GLI 6: Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.	
		Historical, Cultural and Social Contexts	C: Explain the role of writers in creating live theatre, film/video and broadcast media.	___ GLI 1: Discuss how a written adaptation of story varies between media forms including theatre, film/video and broadcast media.	<b>Reading Applications: Literary Text</b> GLI 6: Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.	
March	<b>Script Writing</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work.	___ GLI 1: Use vivid language to create a script around one or more elements of theatre such as character, action, props or settings.	<b>Writing Process</b> GLI 1: Generate writing ideas through discussions with others and from printed material. GLI 2: State and	

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
					<p>develop a clear main idea for writing.</p> <p>GLI 3: Develop a purpose and audience for writing.</p> <p>GLI 4: Use organizational strategies (e.g., brainstorming, lists, webs and Venn Diagrams) to plan writing.</p> <p>GLI 8: Vary language and style as appropriate to audience and purpose.</p> <p>GLI 10: Read and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).</p> <p><b>Writing Applications</b></p> <p>GLI 1: Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.</p>	

**COLUMBUS CITY SCHOOLS  
 DRAMA/THEATRE GRADE 4 SCOPE AND SEQUENCE/TIMELINE**



**FOURTH GRADING PERIOD**

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
March	<b>Script Writing</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work.	____ GLI 1: Use vivid language to create a script around one or more elements of theatre such as character, action, props or settings.	<p><b>Writing Process</b></p> <p>GLI 1: Generate writing ideas through discussions with others and from printed material.</p> <p>GLI 2: State and develop a clear main idea for writing.</p> <p>GLI 3: Develop a purpose and audience for writing.</p> <p>GLI 4: Use organizational strategies (e.g., brainstorming, lists, webs and Venn Diagrams) to plan writing.</p> <p>GLI 8: Vary language and style as appropriate to audience and purpose.</p> <p>GLI 10: Read and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).</p> <p><b>Writing Applications</b></p> <p>GLI 1: Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.</p>	
April	<b>Integration</b>	Connections, Relationships, and	A: Demonstrate ways that the	____ GLI 1: Use elements of theatre in conjunction		

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
		Applications	principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	with at least one other art form to communicate information.		
May	<b>Directing</b>	Creative Expression and Communication	C: Demonstrate various ways to stage classroom dramatizations	____ GLI 1: Direct a fellow student how to perform a task or action two different ways in a dramatic situation.		
May	<b>Staging</b>	Creative Expression and Communication	B: Create places/spaces where performances can be staged.	____ GLI 1: Manipulate various design components to create an appropriate environment for a story or scene.	<b>Reading Applications: Literary Text</b> GLI 2: Identify the influence of setting on the selection. GLI 7: Explain how an author's choice of words appeals to the senses and suggests mood.	
May	<b>Performer and Audience Behavior</b>	Historical, Cultural and Social Contexts	A: Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form.	____ GLI 1: Discuss how a performer adjusts to a specific audience.	<b>Communication: Oral and Visual</b> GLI 5: Select language appropriate to purpose and audience.	
May	<b>Integration and Problem-solving</b>	Connections, Relationships, and Applications	A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.	____ GLI 2: Use problem-solving and cooperative skills to dramatize a story, current event or a concept from another area.	<b>Reading Process</b> GLI 3: Compare and contrast information on a single topic or theme across different text and non-text resources. <b>Communication: Oral and Visual</b> GLI 9: Deliver formal and informal descriptive presentations recalling	Social Studies Skills and Methods/ GLI 10: Use a problem-solving/decision-making process which includes: Identifying a problem; Gathering information; Listing and considering options; Considering advantages and disadvantages of options; Choosing and implementing a

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
					an event or personal experience that convey relevant information and descriptive details.	solution; Developing criteria for judging its effectiveness.
May	<b>Dramatization</b>	Creative Expression and Communication	D: Communicate a story through storytelling or scripted screen work.	____ GLI 2: Discuss the point of view in grade-level literature while communicating a story through storytelling or scripted screen work.	<b>Reading Applications: Literary Text</b> GLI 4: Identify the speaker and recognize the difference between first- and third-person narration.	
May	<b>Critique</b>	Analyzing and Responding	B: Explain the impact of choices made by artists (e.g., playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.	____ GLI 3: Analyze the playwright's use of language.	<b>Reading Applications: Literary Text</b> GLI 7: Explain how an author's choice of words appeals to the senses and suggests mood.	
May	<b>Critique</b>	Valuing Drama/Theatre/Aesthetic Reflection	A: Apply personal criteria for evaluation drama/theatre works or experiences.	____ GLI 1: Justify personal opinions about a drama/theatre work or experience.	<b>Communication: Oral and Visual</b> GLI 3: Distinguish between a speaker's pinions and verifiable facts.	
May	<b>Critique</b>	Valuing Drama/Theatre/Aesthetic Reflection	B: Represent the diversity of personal opinions expressed in responseto a drama/theatre work or experience.	____ GLI 1: Restate opinions of others about a drama/theatre work or experience.	<b>Communication: Oral and Visual</b> GLI 1: Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	
May	<b>Critique</b>	Analyzing and Responding	C: Apply criteria for evaluating a theatrical work.	____ GLI 1: Assess if a dramatic/theatrical production fulfilled the playwright's intent.	<b>Writing Process</b> GLI 15: Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 5 SCOPE AND SEQUENCE/TIMELINE



### FIRST GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
August September	<b>Vocabulary</b>	Analyzing and Responding Standard	A: Use appropriate dramatic/theatrical vocabulary, elements and principles.	<p>____ GLI 1: Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences.</p> <p>____ GLI 3: Identify character types and relationships.</p>		
	<b>Creative Expression and memorization</b>	Creative Expression and Communication	A: Use basic acting skills (e.g., voice, posture, movement, language) to develop characterizations.	<p>____ GLI 1: Create the movement and voice of a character in both comedic and dramatic situations.</p> <p>____ GLI 2: Use sensory and memorization skills to create a character.</p>	<p><b>Communication: Oral and Visual</b></p> <p>GLI 6: Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.</p> <p>GLI 7: Adjust speaking content according to the needs of the situation, setting and audience.</p>	
	<b>Analyzing</b>	Analyzing and Responding Standard	B: Discuss the collaborative nature of drama/theatre as a vehicle for the expression of ideas.	<p>____ GLI 1: Explain how the setting of a dramatic/theatrical work affects characterization.</p>	<p><b>Reading Applications: Literary Text</b></p> <p>GLI 2: Explain the influence of setting on the selection.</p>	
October November	<b>Problem-solving and integration</b>	Connections, Relationships, and Applications	B: Explain the relationship between concepts and skills used in drama/theatre with other curricular subjects.	<p>____ GLI 1: Use problem-solving and cooperative skills to dramatize a story, current event or a concept from another content area.</p>		<p><b>Social Studies Skills and Methods</b></p> <p>GLI 9: Use a problem-solving/decision-making process which includes: Identifying a problem; Gathering information; Listing and considering options; Considering advantages and</p>

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
						disadvantages of options; Choosing and implementing a solution; Developing criteria for judging its effectiveness; Evaluating the effectiveness of the solution.
	<b>Integration</b>	Connections, Relationships, and Applications	A: Discover the interdependence of theatre and other art forms.	____ GLI 1: Combine art forms to create a dramatic/theatrical experience.		
	<b>Vocabulary</b>	Analyzing and Responding Standard	A: Use appropriate dramatic/theatrical vocabulary, elements and principles.	____ GLI 1: Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences.		

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 5 SCOPE AND SEQUENCE/TIMELINE



### SECOND GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
November	<b>Analyzing</b>	Analyzing and Responding Standard	C: Articulate opinions about dramatic/theatrical work using established criteria.	____ GLI 1: Justify a presentation form (i.e., live theatre, film/video and broadcast media) to communicate an idea or message.	<b>Communication: Oral and Visual</b> GLI 2: Interpret the main idea and draw conclusions from oral presentations and visual media. GLI 3: Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	
December	<b>Play Production</b>	Creative Expression and Communication	B: Explain the functions and interrelated nature of scenery, props, lighting, sound, costumes and makeup to create an environment appropriate for drama.	____ GLI 1: Analyze various design components used in a dramatic/theatrical event.		
	<b>Play Production</b>	Creative Expression and Communication	C: Explore the roles and responsibilities of various theatrical personnel.	____ GLI 1: Explain the roles and responsibilities of a director, stage manager and business manager.		
	<b>Vocabulary</b>	Analyzing and Responding	A: Use appropriate dramatic/theatrical vocabulary, elements and principles.	____ GLI 1: Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences.		
January	<b>Reflection</b>	Valuing Drama/Theatre/	A: Defend personal responses to a	____ GLI 1: Describe ways that drama/theatre,	<b>Reading Process</b> GLI 5: Make inferences based on	



MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
		Aesthetic Reflection	drama/theatre event.	film/video and broadcast media express the artist's perspective and evoke a personal response.	implicit information in texts, and provide justifications for those inferences.	
	<b>Analyzing</b>	Analyzing and Responding	B: Discuss the collaborative nature of drama/theatre as a vehicle for the expression of ideas.	____ GLI 3: Differentiate among the unique characteristics of live theatre, film/video and broadcast media.		
	<b>Vocabulary</b>	Analyzing and Responding	A: Use appropriate dramatic/theatrical vocabulary, elements and principles.	____ GLI 1: Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences.		

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 5 SCOPE AND SEQUENCE/TIMELINE



### THIRD GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
January February	<b>Production Styles</b>	Historical, Cultural and Social Contexts	A: Explain the style of a dramatic/theatrical work in historical or cultural context.	____ GLI 1: Identify production styles.		
	<b>Vocabulary</b>	Analyzing and Responding Standard	A: Use appropriate dramatic/theatrical vocabulary, elements and principles.	____ GLI 1: Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences.		
	<b>Playwright Contributions</b>	Historical, Cultural and Social Contexts	B: Compare and contrast playwrights and/or screenwriters from various time periods.	____ GLI 1: Discuss contributions to theatre arts of a playwright or screenwriter from a specific time period.		
March	<b>Multicultural Stories</b>	Historical, Cultural and Social Contexts	A: Explain the style of a dramatic/theatrical work in historical or cultural context.	____ GLI 3: Investigate how drama/theatre and storytelling forms—past and present—of various cultural groups may reflect their beliefs and traditions.	<b>Reading Applications: Literary Text</b> GLI 5: Summarize stated and implied themes.	<b>People in Societies</b> GLI 1: compare the cultural practices and products of diverse groups in North America including: Artistic expressions; Religion; Language; Food; Clothing; Shelter.
		Connections, Relationships, and Applications	C: Identify recurring drama/theatre ideas and concepts that occur across time periods and/or cultures.	____ GLI 1: Identify the cultural characteristics in selected drama/theatre performances from other countries.	<b>Reading Applications: Literary Text</b> GLI 6: Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies,	<b>People in Societies</b> GLI 1: compare the cultural practices and products of diverse groups in North America including: Artistic expressions; Religion; Language; Food; Clothing;

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
					fiction and non-fiction.	Shelter.
	<b>Vocabulary</b>	Analyzing and Responding Standard	A: Use appropriate dramatic/theatrical vocabulary, elements and principles.	____ GLI 1: Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences.		

# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE GRADE 5 SCOPE AND SEQUENCE/TIMELINE



### FOURTH GRADING PERIOD

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
March April	<b>Script Writing</b>	Creative Expression and Communication	D: Create scripted scenes based on personal experience and heritage.	____ GLI 1: Write a scripted scene from a prompt that provides exposition, consistent point of view, sensory details and dialogue.	<b>Writing Process</b> GLI 4: Determine a purpose and audience. GLI 5: Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing. GLI 9: Vary language and style as appropriate to audience and purpose. GLI 11: Reread and assess writing for clarity using a variety of methods (e.g., writer's circle or author's chair). GLI 16: Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	
		Analyzing and Responding Standard	A: Use appropriate dramatic/theatrical vocabulary, elements and principles.	____ GLI 1: Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences. ____ GLI 2: Use script-writing techniques including stage directions.		
May	<b>Collaboration</b>	Connections, Relationships, and Applications	D: Discuss drama/theatre skills as a foundation for lifelong learning and potential employment.	____ GLI 1: Work cooperatively in different roles/jobs within a dramatic/theatrical experience.		

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
	<b>Creative Expression and memorization</b>	Creative Expression and Communication	A: Use basic acting skills (e.g., voice, posture, movement, language) to develop characterizations.	<p>____ GLI 1: Create the movement and voice of a character in both comedic and dramatic situations.</p> <p>____ GLI 2: Use sensory and memorization skills to create a character.</p>	<p><b>Communication: Oral and Visual</b></p> <p>GLI 6: Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.</p> <p>GLI 7: Adjust speaking content according to the needs of the situation, setting and audience.</p>	
	<b>Analyzing</b>	Analyzing and Responding Standard	C: Articulate opinions about dramatic/theatrical work using established criteria.	<p>____ GLI 1: Justify a presentation form (i.e., live theatre, film/video and broadcast media) to communicate an idea or message.</p>	<p><b>Communication: Oral and Visual</b></p> <p>GLI 2: Interpret the main idea and draw conclusions from oral presentations and visual media.</p> <p>GLI 3: Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).</p>	
	<b>Critique</b>	Analyzing and Responding Standard	C: Articulate opinions about dramatic/theatrical work using established criteria.	<p>____ GLI 2: Critique a dramatic/theatrical performance.</p>		
	<b>Reflection</b>	Valuing Drama/Theatre/ Aesthetic Reflection	B: Compare their personal responses to a drama/theatre event with the response of another person.	<p>____ GLI 1: Identify factors that cause diverse opinions about a drama/theatre work or experience.</p>		
	<b>Analyzing</b>	Analyzing and Responding	B: Discuss the collaborative nature of drama/theatre as a vehicle for the expression of ideas.	<p>____ GLI 2: Explain the use of a production concept in a dramatic/theatrical work.</p>		

MONTH	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
	<b>Vocabulary</b>	Analyzing and Responding	A: Use appropriate dramatic/theatrical vocabulary, elements and principles.	____ GLI 1: Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences.		