

**COLUMBUS CITY SCHOOLS  
 DRAMA/THEATRE GRADE 7 SCOPE AND SEQUENCE/TIMELINE**



**FIRST GRADING PERIOD**

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	TEXT CONNECTION	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-6	<b>Building Acting Skills</b>	Analyzing and Responding	A: Use appropriate dramatic/theatrical vocabulary, elements and principles.	___ GLI 1: Demonstrate accurate use of dramatic/theatrical vocabulary, elements and principles.		<b>Acquisition of Vocabulary</b> GLI 1: Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition, restatement and example.	
		Creative Expression and Communication	A: Use basic acting skills (e.g., voice, posture, movement, language) to develop characterizations.	___ GLI 1: Create the movement and voice of a character in both comedic and dramatic situations. ___ GLI 2: Use sensory and memorization skills to create a character. ___ GLI 3: Develop and effectively use audition skills.	<b>Weeks 1-3</b> Chapter 5 Developing Your Voice <ul style="list-style-type: none"> <li>• Relaxation and Breathing</li> <li>• Quality, Pitch, and Flexibility</li> <li>• Articulation and Pronunciation</li> <li>• Volume and Rate</li> <li>• Projection</li> </ul> <b>Weeks 4-6</b> Chapter 7 Characterization <ul style="list-style-type: none"> <li>• Stock Characters and Stereotypical Characters</li> <li>• Creating Original Characters</li> </ul>	<b>Communication: Oral and Visual</b> GLI 6: Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. GLI 7: Vary language choices as appropriate to the context of the speech.	

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					<ul style="list-style-type: none"> <li>• Writing Original Monologues</li> </ul>		
7-10	<b>Integration</b>	Connections, Relationships, and Applications	A: Discover the interdependence of theatre and other art forms.	____ GLI 1: Use drama/theatre to transform an idea/concept/story expressed through dance, visual art or music.	Project integration ideas: Chapter 14 <ul style="list-style-type: none"> <li>• Mime, Pantomime and Clowning</li> </ul> Chapter 15 <ul style="list-style-type: none"> <li>• Interpreting Literature</li> </ul> Chapter 16 <ul style="list-style-type: none"> <li>• Storytelling</li> </ul> Chapter 17 <ul style="list-style-type: none"> <li>• Readers Theatre and Radio Theatre</li> </ul> Chapter 18 <ul style="list-style-type: none"> <li>• Puppetry, Shadow Play, and Masks</li> </ul>		

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**SECOND GRADING PERIOD**

<b>WEEK</b>	<b>THEME</b>	<b>STANDARD</b>	<b>BENCHMARK</b>	<b>GRADE LEVEL INDICATORS</b>	<b>TEXT CONNECTION</b>	<b>ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS</b>	<b>SOCIAL STUDIES STANDARDS/ BENCHMARKS</b>
1-2	<b>Historical, Cultural and Social Contexts</b>	Historical, Cultural and Social Contexts	A: Explain the style of a dramatic/theatrical work in historical or cultural context.	___ GLI 3: Describe the ways in which cultural traditions and perspectives are reflected in live theatre, film/video and broadcast media.	Several examples in text.	<b>Reading Applications: Literary Text</b> GLI 5: Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	
3-4		Historical, Cultural and Social Contexts	A: Explain the style of a dramatic/theatrical work in historical or cultural context.	___ GLI 2: Identify principles and elements of a dramatic/theatrical work from a specific time period.	Several examples in text.	<b>Reading Applications: Literary Text</b> GLI 5: Identify recurring themes, patterns and symbols found in literature from different eras and cultures.  GLI 6: Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.	<b>History</b> GLI 1: Group events by broadly defined historical eras and enter onto multiple-tier time lines.
5-6		Connections, Relationships, and Applications	C: Identify recurring drama/theatre ideas and concepts that occur across time periods and/or cultures.	___ GLI 1: Compare and contrast how dramatic/theatrical works from different cultures and time periods convey the same or similar ideas	Several examples in text.	<b>Reading Process</b> GLI 3: Make critical comparisons across text, noting author's style as well as literal and implied content of text.  <b>Reading Applications:</b>	<b>People in Societies</b> GLI 1: Analyze the relationships among cultural practices, products and perspectives of early civilizations.  GLI 3: Give examples of contacts among

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				and concepts.		<b>Informational, Technical and Persuasive Text</b> GLI 3: Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.	different cultures that led to the changes in belief systems, art, science, technology, language or systems of government. GLI 4: Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.
7-8	<b>Playwright Comparison</b>	Historical, Cultural and Social Contexts	B: Compare and contrast playwrights and/or screenwriters from various time periods.	____ GLI 1: Compare and contrast two playwrights and/or screenwriters from a specific time period.	Several examples in text.	<b>Reading Process</b> GLI 3: Make critical comparisons across text, noting author's style as well as literal and implied content of text.	<b>Social Studies Skills and Methods</b> GLI 1: Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
9		Analyzing and Responding Standard	B: Discuss the collaborative nature of drama/theatre as a vehicle for the expression of ideas.	____ GLI 2: Explain how a playwright's choice of form, style and period affects the expression of a theme or topic.			

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**THIRD GRADING PERIOD**

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1-2	<b>Composition</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: Explore the principles of composition to create stage environment.	<b>Weeks 1-2</b> Chapter 9 Taking the Stage <ul style="list-style-type: none"> <li>• Types of Stages</li> <li>• Stage Terminology</li> <li>• Acting Technique</li> </ul>		
3-4		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 2: Use a variety of media/resources (e.g., setting, lighting, sound, properties, costume design and makeup) to create an appropriate environment for a scene.	Chapter 11 Behind the Scenes <ul style="list-style-type: none"> <li>• Theatre Safety</li> <li>• Production Team</li> <li>• Stage Crew</li> <li>• Prop Crew</li> <li>• Costume Crew</li> <li>• Makeup Crew</li> <li>• Sound Crew</li> <li>• Light Crew</li> <li>• Publicity Crew</li> <li>• House Crew</li> </ul>		
5-7	<b>Script Writing</b>	Creative Expression and Communication	D: Create scripted scenes based on personal experience and heritage.	____ GLI 2: Write a scripted piece that sustains readers' interest by pacing, action and developing an engaging plot (e.g., tension and suspense).		<b>Writing Process</b> GLI 1: Generate writing ideas through discussions with others and form printed material, and keep a list of writing ideas.  GLI 4: Determine a purpose and audience.	

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						<p>GLI 5: Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.</p> <p>GLI 9: Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p> <p>GLI 10: Use available technology to compose text.</p> <p>GLI 11: Reread and analyze clarity of writing.</p> <p>GLI 16: Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	
8-9	<b>Blocking</b>	Creative Expression and Communication	C: Explore the roles and responsibilities of various theatrical personnel.	____ GLI 1: Block the action and stage positions of the characters on paper using a printed script.	Refer to Chapters 9 and 10		

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**FOURTH GRADING PERIOD**

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1	<b>Culminating Project</b>	Connections, Relationships, and Applications	A: Discover the interdependence of theatre and other art forms.	___ GLI 1: Use drama/theatre to transform an idea/concept/story expressed through dance, visual art or music.	Culmination Ideas: Chapter 14 <ul style="list-style-type: none"> <li>• Mime, Pantomime and Clowning</li> </ul> Chapter 15 <ul style="list-style-type: none"> <li>• Interpreting Literature</li> </ul> Chapter 16 <ul style="list-style-type: none"> <li>• Storytelling</li> </ul> Chapter 17 <ul style="list-style-type: none"> <li>• Readers Theatre and Radio Theatre</li> </ul> Chapter 18 <ul style="list-style-type: none"> <li>• Puppetry, Shadow Play, and Masks</li> </ul>		
2-3		Creative Expression and Communication	D: Create scripted scenes based on personal experience and heritage.	___ GLI 2: Write a scripted piece that sustains readers' interest by pacing, action and developing an engaging plot (e.g., tension and suspense).	Refer to Chapter 7	<b>Writing Process</b> GLI 1: Generate writing ideas through discussions with others and form printed material, and keep a list of writing ideas. GLI 4: Determine a purpose and audience. GLI 5: Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan	

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	TEXT CONNECTION	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
						<p>writing.</p> <p>GLI 9: Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p> <p>GLI 10: Use available technology to compose text.</p> <p>GLI 11: Reread and analyze clarity of writing.</p> <p>GLI 16: Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	
4		Creative Expression and Communication	C: Explore the roles and responsibilities of various theatrical personnel.	____ GLI 1: Block the action and stage positions of the characters on paper using a printed script.	Refer to Chapters 9 and 10		
5-6		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 2: Use a variety of media/resources (i.e., setting, lighting, sound, properties, costume design and makeup) to create an appropriate environment for a scene.	Refer to Chapter 11: <i>Behind the Scenes</i>		
7-8		Creative Expression and Communication	A: Use basic acting skills (e.g., voice, posture, movement, language) to	____ GLI 1: Create the movement and voice of a character in both comedic and	Refer to Chap. 2, 3, 5, 6 and 7	<p><b>Communication: Oral and Visual</b></p> <p>GLI 6: Adjust volume, phrasing, enunciation, voice modulation and inflection to stress</p>	



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			Develop characterizations.	<p>_____ GLI 2: Use sensory and memorization skills to create a character.</p> <p>_____ GLI 3: Develop and effectively use audition skills.</p>		<p>important ideas and impact audience response.</p> <p>GLI 7: Vary language choices as appropriate to the context of the speech.</p>	
9	<b>Critique</b>	Valuing Drama/Theatre/ Aesthetic Reflection	A: Defend personal responses to a drama/theatre event.	_____ GLI 1: Refine personal criteria to respond to a drama/theatre work, experience or event.	Chap. 12 *Evaluating Theatre and Media		<p><b>Social Studies Skills and Methods</b></p> <p>GLI 4: Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.</p>
10	<b>Reflection</b>	Connections, Relationships, and Applications	D: Discuss drama/theatre skills as a foundation for lifelong learning and potential employment.	<p>_____ GLI 1: Identify the drama/theatre knowledge, skills and discipline needed to pursue a chosen career.</p> <p>_____ GLI 2: Identify specific factors to consider in choosing a career in drama/theatre, film/video or broadcast media.</p>			