

**COLUMBUS CITY SCHOOLS  
 DRAMA/THEATRE GRADE 6 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
1-10	<b>Beginning Acting Skills</b>	Creative Expression and Communication	A: Use basic acting skills (e.g., voice, posture, movement, language) to develop characterizations.	<p>___ GLI 1: Create 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>___ GLI 3: Develop and effectively use audition skills.</p>	<p><b>Week 1</b> Chapter 1</p> <ul style="list-style-type: none"> <li>• Getting to Know You</li> <li>• An Introduction to Theatre</li> </ul> <p><b>Weeks 2-3</b> Chapter 2</p> <ul style="list-style-type: none"> <li>• Believing in yourself</li> <li>• Working with a Group</li> </ul> <p><b>Week 4</b> Chapter 2</p> <ul style="list-style-type: none"> <li>• Artistic Discipline</li> <li>• Evaluation</li> </ul> <p><b>Week 5</b> Chapter 3</p> <ul style="list-style-type: none"> <li>• Imagination</li> <li>• Concentration</li> <li>• Observation</li> </ul> <p><b>Week 6</b> Chapter 3</p> <ul style="list-style-type: none"> <li>• Sensory Awareness</li> <li>• Movement</li> </ul> <p><b>Week 7</b> Chapter 4</p> <ul style="list-style-type: none"> <li>• Creative Drama</li> </ul>	<p><b>Communication: Oral and Visual</b></p> <p>GLI 6: Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.</p> <p>GLI 7: Adjust speaking content and style according to the needs of the situation, setting and audience.</p>	

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	TEXT CONNECTION	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
					<b>Week 8</b> Chapter 4 <ul style="list-style-type: none"> <li>Narrative</li> <li>Pantomime</li> </ul> <b>Week 9</b> Chapter 4 <ul style="list-style-type: none"> <li>Story</li> <li>Dramatization</li> </ul> <b>Week 10</b> Chapter 6 <ul style="list-style-type: none"> <li>Improvisation</li> </ul>		
		Analyzing and Responding	A: Use appropriate dramatic/theatrical vocabulary, elements and principles.	____ GLI 1: Demonstrate accurate use of dramatic/theatrical vocabulary, elements and principles.			

**COLUMBUS CITY SCHOOLS**  
**DRAMA/THEATRE GRADE 6 SCOPE AND SEQUENCE/TIMELINE**



**SECOND GRADING PERIOD**

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	TEXT CONNECTION	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-4	<b>Production Styles</b>	Historical, Cultural and Social Contexts	A: Explain the style of a dramatic/theatrical work in historical or cultural context.	<p>___ GLI 1: Discuss Production Styles.</p> <p>___ GLI 3: Discuss the production styles of various cultures.</p>	<p><i>Several examples in text.</i></p> <p><b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• Structure of Plays</li> </ul>	<p><b>Reading Applications: Literary Text</b></p> <p>GLI 6: Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.</p>	<p><b>People in Societies</b></p> <p>GLI 1: Compare the cultural practices and products of the societies studied including: Class structure; Gender roles; Beliefs; Customs and traditions.</p>
		Analyzing and Responding	B: Discuss the collaborative nature of drama/theatre as a vehicle for expression of ideas.	<p>___ GLI 1: Examine how theatrical artists (e.g., actors, directors, playwrights) convey an idea or message.</p>	<p>Chapter 8</p> <ul style="list-style-type: none"> <li>• Elements of a Play</li> </ul> <p>Chapter 15</p> <ul style="list-style-type: none"> <li>• Preparing the Material</li> </ul>	<p><b>Reading Applications: Literary Text</b></p> <p>GLI 5: Identify recurring themes, patterns and symbols found in literature from different eras and cultures.</p>	
5-6		Connections, Relationships, and Applications	C: Identify recurring drama/theatre ideas and concepts that occur across time periods and/or cultures.	<p>___ GLI 1: Identify examples of how drama/theatre, broadcast media and film/video can influence or be influenced by politics and culture.</p>	<p>Chapter 12</p> <ul style="list-style-type: none"> <li>• Comparing theatre with other Media</li> <li>• Evaluating Theatre and Media</li> </ul>	<p><b>Reading Process</b></p> <p>GLI 3: Make critical comparisons across texts, noting author's style as well as literal and implied content of text.</p>	
7-9		Historical, Cultural and Social Contexts	A: Explain the style of a dramatic/theatrical work in historical or cultural context.	<p>___ GLI 2: Read, discuss and/or perform a play written in a time period.</p>		<p><b>Reading Applications: Literary Text:</b></p> <p>GLI 1: Analyze the techniques authors use to describe</p>	

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	TEXT CONNECTION	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
						characters, including narrator or other characters' point of view; character's own thoughts, words or actions. GLI 2: Identify the features of setting and explain their importance in literary text. GLI 3: Identify the main and minor events of the plot, and explain how each incident gives rise to the next. GLI 7: Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.	
		Analyzing and Responding	C: Articulate opinions about dramatic/theatrical work using established criteria.	____ GLI 1: Evaluate a theatrical artists (e.g., actors, directors, playwrights) effectiveness in conveying a message.		<b>Communication: Oral and Visual</b> GLI 3: Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	

**COLUMBUS CITY SCHOOLS**  
**DRAMA/THEATRE GRADE 6 SCOPE AND SEQUENCE/TIMELINE**



**THIRD GRADING PERIOD**

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	TEXT CONNECTION	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-4	<b>Roles and Responsibilities</b>	Creative Expression and Communication	C: Explore the roles and responsibilities of various theatrical personnel.	___ GLI 2: Explain the roles and responsibilities of a director, scenic designer, lighting designer, costume designer, make-up designer, properties master/ mistress, choreographer and sound designer.	Chapter 13 <ul style="list-style-type: none"> <li>• Playwrights and Actors</li> <li>• Producers and Directors</li> <li>• Designers</li> <li>• Other Careers</li> </ul>	<b>Communication: Oral and Visual</b> GLI 6: Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas. GLI 7: Adjust speaking content and style according to the needs of the situation, setting and audience.	
		Connections, Relationships, and Applications	D: Discuss drama/ theatre skills as a foundation for lifelong learning and potential employment.	___ GLI 1: Describe the roles and responsibilities of performing and technical artists in drama/theatre, film/video and broadcast media.	Chap. 13 <ul style="list-style-type: none"> <li>• Playwrights and Actors</li> <li>• Producers and Directors</li> <li>• Designers</li> <li>• Other Careers</li> </ul>		
5-6		Historical, Cultural and Social Contexts	B: Compare and contrast playwrights and/or screenwriters from various time periods.	___ GLI 1: Compare the work of a playwright and a screenwriter.		<b>Reading Process</b> GLI 3: Make critical comparisons across texts, noting author's style as well as literal and implied content of text.	
7-9	<b>Artistic Process</b>	Connections, Relationships, and Applications	A: Discover the interdependence of theatre and other art forms.	___ GLI 1: Compare and contrast various art forms and their creative processes to those of drama/theatre.	Chapter 10 <ul style="list-style-type: none"> <li>• The Production Process</li> </ul>		

**COLUMBUS CITY SCHOOLS  
 DRAMA/THEATRE GRADE 6 SCOPE AND SEQUENCE/TIMELINE**



**FOURTH GRADING PERIOD**

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	TEXT CONNECTION	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-3	<b>Create, perform and critique an original script</b>	Creative Expression and Communication	D: Create scripted scenes based on personal experience and heritage.	____ GLI 1: Write a scripted scene that uses a plot pyramid, develops characters and employs vivid language to create a setting.	Chapter 18 <ul style="list-style-type: none"> <li>• Writing a puppet show</li> </ul>	<b>Writing Process</b> GLI 1: Generate writing ideas through discussions with others and from 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, amps, webs and Venn diagrams) to plan writing. GLI 9: Vary language and style as appropriate to audience an purpose. GLI 10: Use available technology to compose text. GLI 11: Reread and analyze clarity of writing.	<b>Social Studies Skills and Methods</b> GLI 7: Work effectively to achieve group goals: Engage in active listening; Provide feedback in a constructive manner; Help establish group goals; Take various roles within the group; Recognize contributions of others.
4-6		Creative Expression and Communication	B: Explain the functions and interrelated nature of scenery, props, lighting, sound, costumes and makeup to create an	____ GLI 1: Design various technical components (e.g. scenery, sound, lighting, costume design, properties, makeup) for a particular	Chapter 18 <ul style="list-style-type: none"> <li>• Making a Puppet</li> <li>• Producing a Puppet Show</li> </ul>		

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	TEXT CONNECTION	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
			environment appropriate for drama.	story/scene.			
7-8		Connections, Relationships, and Applications	B: Explain the relationship between concepts and skills used in drama/theatre with other curricular subjects.	___ GLI 1: Use dramatic /theatrical skills to communicate concepts or ideas from other academic content areas.	Chapter 18 • Bringing a puppet to life		
9-10		Analyzing and Responding	C: Articulate opinions about dramatic/theatrical work using established criteria.	___ GLI 1: Evaluate a theatrical artist's (e.g., actors, directors, playwrights) effectiveness in conveying a message.		<b>Communication: Oral and Visual</b> GLI 3: Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	
		Valuing Drama/Theatre/ Aesthetic Reflection	A: Defend personal responses to a drama/theatre event.	___ GLI 1: Apply personal criteria to respond to a drama/theatre work, experience or event.		<b>Writing Process</b> GLI 16: apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	
		Valuing Drama/Theatre/ Aesthetic Reflection	B: Compare their personal responses to a drama/theatre event with the response of another person.	___ GLI 1: Identify factors that cause changes in opinions 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).	