

COLUMBUS CITY SCHOOLS

DRAMA/THEATRE ACTING 2 SCOPE AND SEQUENCE/TIMELINE



FIRST GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	Acting with Competence	Historical, Cultural and Social Contexts	A: Determine the authenticity and effectiveness of a dramatic/ theatrical work or experience in terms of style, time period, culture, and theatre heritage.	<p>____ CLI 1: Describe the connection between theatrical style and form.</p> <p>____ CLI 2: Identify playwrights/actors, works, and trends in various cultures .</p> <p>____ CLI 3: Use “art as social action” to express and bring attention to a current social issue.</p>	<p>Reading Applications: Informational, Technical and Persuasive Text</p> <p>9-10A: Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</p> <p>9-10 E: Analyze the use of a genre to express a theme or topic.</p> <p>11-12 A: Analyze structures of documents and critique them for their effectiveness.</p> <p>Writing Processes</p> <p>9-12E: Apply tools to judge the quality of writing</p> <p>Research 9-10 C: Organize information from various resources and select appropriate sources to themes.</p>	<p>History</p> <p>11-12 B: Use historical interpretations to explain current issues.</p> <p>People in Societies</p> <p>11-12 A: Analyze how issues may be viewed differently by various cultural groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p>Geography</p> <p>11-12 A: Explain how the character and meaning of a place reflect a society’s economics, politics, social values, ideology and culture.</p>
	Acting with Competence		B: Discuss the place of a dramatic/ theatrical writer’s body of work in theatre history.	<p>____ CLI 1: Discuss the work of several actors and their place in theatre heritage.</p>		
	Acting with Competence	Valuing the Arts/Aesthetic Reflection	A: Defend their responses to a dramatic/ theatrical event	<p>____ CLI 1; Explain how the role of drama/theatre has changed over the last fifty years and</p>		<p>Citizenship</p> <p>11-12 A: Evaluate various means for citizens to take action on a particular issue.</p>

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
			based on their personal philosophies of theatre.	____ CLI 2: speculate its future role. Defend one's personal philosophy of theatre and its role in ones life.		
	Acting with Competence		B: Compare culturally diverse opinions about a dramatic/ theatrical event.	____ CLI 1: Compare culturally diverse opinions about a dramatic/theatrical event.		People in Societies 11-12 A: Analyze how issues may be viewed differently by various cultural groups. 11-12 C: Explain the role of diverse cultural institutions in shaping American society. Geography 11-12 A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.
3	Actions and purposes	Analyzing and Responding	A: Incorporate specialized dramatic/ theatrical terminology accurately and consistently in analyzing and responding to theatrical experiences.	____ CLI 1: Utilize accurate terminology in dramatic/theatrical activities.	Acquisition of Vocabulary 11-12 E: Use multiple resources to enhance comprehension of vocabulary.	
	Actions and purposes	Connections, Relationships and Applications	A: Synthesize knowledge of the arts through participation in the creation of a dramatic/ theatrical work or experience.	____ CLI 1: Explain drama/ theatre as a synthesis of all the arts. ____ CLI : Include multiple art forms in the creation of a dramatic/ theatrical work.		
	Actions and purposes		B: Synthesize the relationship	____ CLI 1: Use skills learned in other disciplines in		

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
			between concepts and skills used in drama/theatre with other curricular subjects.	producing a dramatic/theatrical piece.		
4	Language and Voice	Creative Expression and Communication	A: Analyze the physical, social and psychological dimensions of a character and create a believable, multidimensional portrayal of that character.	<p>_____ CLI 2: Use vocal techniques to develop a consistent character.</p> <p>_____ CLI 3: Use movement qualities and patterns to create a specific character.</p>		
	Language and Voice	Analyzing and Responding	A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to theatrical experiences.	_____ CLI 1: Utilize accurate terminology in dramatic/theatrical activities.	Acquisition of Vocabulary 11-12 E: Use multiple resources to enhance comprehension of vocabulary.	
5-6	Observation and Relationships	Historical, Cultural and Social Contexts	A: Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.	<p>_____ CLI 2: Identify playwrights/actors, works and trends in various cultures.</p> <p>_____ CLI 5: Analyze the relationships between critical and social attitudes and emotional reactions to a dramatic/theatrical event with references to the experience.</p>	<p>Reading Applications: Informational, Technical and Persuasive Text</p> <p>9-10 A: Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</p> <p>9-10 E: Analyze the use of a genre to express a theme or topic.</p> <p>11-12 A: Analyze</p>	<p>History</p> <p>11-12 B: Use historical interpretations to explain current issues.</p> <p>People in Societies</p> <p>11-12 A: Analyze how issues may be viewed differently by various cultural groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p>Geography</p> <p>11-12A: Explain how</p>

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
					structures of documents and critique them for their effectiveness. Writing Processes 9-12E: Apply tools to judge the quality of writing Research 9-10 C: Organize information from various resources and select appropriate sources to themes	the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.
	Observation and Relationships		B: Discuss the place of a dramatic/theatrical writer's body of work in theatre history.	____ CLI 1: Discuss the work of several actors and their place in theatre heritage. ____ CLI 2: Research a contemporary playwright/artist's body of work and speculate on the artist's potential place in theatre heritage.		
	Observation and Relationships	Creative Expression and Communication	A: Analyze the physical, social and psychological dimensions of a character and create a believable, multidimensional portrayal of that character.	____ CLI 1: Analyze physical, social and psychological dimensions of characters within a text.		
	Observation and Relationships	Analyzing and Responding	A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and	____ CLI 1: Utilize accurate terminology in dramatic/theatrical activities.	Acquisition of Vocabulary 11-12 E: Use multiple resources to enhance comprehension of vocabulary.	

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
			responding to theatrical experiences.			
7-10	Different Acting Styles	Historical, Cultural and Social Contexts	A: Determine the authenticity and effectiveness of a dramatic/ theatrical work or experience in terms of style, time period, culture and theatre heritage.	____ CLI 4: Justify a performance style to communicate an original message or story.	<p>Reading Applications: Informational, Technical and Persuasive Text</p> <p>9-10 A: Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</p> <p>9-10 E: Analyze the use of a genre to express a theme or topic.</p> <p>11-12 A: Analyze structures of documents and critique them for their effectiveness</p> <p>Writing Processes</p> <p>9-12 E: Apply tools to judge the quality of writing</p> <p>Research</p> <p>9-10 C: Organize information from various resources and select appropriate sources to themes.</p>	<p>History</p> <p>11-12 B: Use historical interpretations to explain current issues.</p> <p>People in Societies</p> <p>11-12 A: Analyze how issues may be viewed differently by various cultural groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p>Geography</p> <p>11-12A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.</p>
	Different Acting Styles	Creative Expression and Communication	A: Analyze the physical, social and psychological dimensions of a character and create a believable, multidimensional portrayal of that character.	<p>____ CLI 1: Analyze physical, social and psychological dimensions of characters within a text.</p> <p>____ CLI 2: Use vocal techniques to develop a consistent character.</p> <p>____ CLI 3: Use movement qualities and patterns to create a specific character.</p>		

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
				<p>____ CLI 5: Sustain convincing multidimensional characters.</p> <p>____ CLI 6: Develop contrasting monologues for presentations, auditions and portfolios.</p>		
	Different Acting Styles	Analyzing and Responding	A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to theatrical experiences.	<p>____ CLI 1: Utilize accurate terminology in dramatic/theatrical activities.</p> <p>____ CLI 2: Incorporate theatrical terms into one's evaluation of one's performance/work.</p>	<p>Acquisition of Vocabulary</p> <p>11-12 E: Use multiple resources to enhance comprehension of vocabulary.</p>	

COLUMBUS CITY SCHOOLS
DRAMA/THEATRE ACTING 2 SCOPE AND SEQUENCE/TIMELINE



SECOND GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	Script Analysis	Historical, Cultural and Social Contexts	A: Determine the authenticity and effectiveness of a dramatic/ theatrical work or experience in terms of style, time period, culture, and theatre heritage.	____ CLI 2 : Identify playwrights/ actors, works and trends in various cultures.	<p>Reading Applications: Informational, Technical and Persuasive Text</p> <p>9-10 A: Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</p> <p>9-10 E: Analyze the use of a genre to express a theme or topic.</p> <p>11-12 A: Analyze structures of documents and critique them for their effectiveness.</p> <p>Writing Processes</p> <p>9-12 E: Apply tools to judge the quality of writing.</p> <p>Research</p> <p>9-10 C: Organize information from various resources and select appropriate sources to themes.</p>	<p>History</p> <p>11-12 B: Use historical interpretations to explain current issues.</p> <p>People in Societies</p> <p>11-12 A: Analyze how issues may be viewed differently by various cultural groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p>Geography</p> <p>11-12A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.</p>
	Script Analysis		B: Discuss the place of a dramatic/ theatrical writer's body of work in theatre history.	____ CLI 2: Research a contemporary playwright/artist's body of work and speculate on the artist's potential place in theatre heritage		

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
3-4	Script Analysis		C: Evaluate dramatic/theatrical works using appropriate criteria.	<p>____ CLI 1: Evaluate one playwright's presentation of universal themes across different works and experiences.</p> <p>____ CLI 2: Evaluate different dramatic/theatrical scripts for potential performance, scene study and monologues.</p>	<p>Reading Applications: Literary Text</p> <p>11-12 A: Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.</p>	
	Script Analysis		C: Evaluate dramatic/theatrical works using appropriate criteria.	<p>____ CLI 1: Evaluate one playwright's presentation of universal themes across different works and experiences.</p> <p>____ CLI 2: Evaluate different dramatic/theatrical scripts for potential performance, scene study and monologues.</p>	<p>Reading Applications: Literary Text</p> <p>11-12 F: Critique an author's style.</p>	
		Valuing the Arts/Aesthetic Reflection	B: Respect diverse opinions regarding theatre preferences.	<p>____ CLI 2: Given the same script, compare different companies/ organizations production of the same script.</p>		<p>People in Societies</p> <p>11-12 A: Analyze how issues may be viewed differently by various cultural groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions to shaping American society.</p> <p>Geography</p> <p>11-12 A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.</p>

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
5-9	Script Analysis	Creative Expression and Communication	C: Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.	<p>____ CLI 1: Write a dramatic, tragic or comedic scene, one act, radio drama or screenplay incorporating appropriate elements of theatre.</p> <p>____ CLI 2: Critique scripts for believability, style, form, and effectiveness.</p> <p>____ CLI 3: Evaluate the script's reaction and effect on the audience.</p>	<p>Writing Process</p> <p>11-12 F: Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.</p> <p>Reading Applications: Informational, Technical and Persuasive Text</p> <p>11-12 A: Analyze the features and structures of documents and critique them for their effectiveness.</p> <p>11-12 E: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p>	<p>History</p> <p>11-12 B: Use historical interpretations to explain current issues.</p> <p>People in Societies</p> <p>11-12 A: Analyze how issues may be viewed differently by various cultural groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions to shaping American society.</p> <p>Geography</p> <p>11-12 A: Explain how the characters and meaning of a place reflect a society's economics, politics, social values, ideology and culture.</p>
	Script Analysis	Analyzing and Responding	A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to theatrical experiences.	<p>____ CLI 1: Utilize accurate terminology in dramatic/theatrical activities</p> <p>____ CLI 2: Incorporate theatrical terms into one's evaluation of one's performance/work.</p>	<p>Acquisition of Vocabulary</p> <p>11-12 E: Use multiple resources to enhance comprehension of vocabulary.</p>	
	Script Analysis		B: Indicate the artistic techniques used in planning and performing dramatic/theatrical work.	<p>____ CLI 2: Explain how the playwright's choices influence the message.</p>	<p>Reading Applications: Informational, Technical and Persuasive Text</p> <p>11-12 E: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p>	

COLUMBUS CITY SCHOOLS

DRAMA/THEATRE ACTING 2 SCOPE AND SEQUENCE/TIMELINE



THIRD GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/BENCHMARKS	SOCIAL STUDIES STANDARDS/BENCHMARKS
1-2	Character Development	Historical, Cultural and Social Contexts	B: Discuss the place of a dramatic/theatrical writer's body of work in theatre history.	____ CLI 1: Discuss the work of several actors and their place in theatre heritage.		History 11-12 B: Use historical interpretations to explain current issues. People in Societies 11-12 A: Analyze how issues may be viewed differently by various cultural groups. 11-12 C: Explain the role of diverse cultural institutions in shaping American society. Geography 11-12A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.
3-8	Character Development	Creative Expression and Communication	A: Analyze the physical, social and psychological dimension of a character and create a believable, multidimensional portrayal of that character.	____ CLI 1: Analyze physical, social and psychological dimensions of characters within a text. ____ CLI 2: Use vocal techniques to develop a consistent character. ____ CLI 3: Use movement qualities and patterns to create a specific character.	Reading Applications: Literary Text 11-12 B: Explain ways characters confront similar situations and conflict. 11-12 C: Recognize and analyze characteristics of subgenres and literary periods.	
	Character Development	Analyzing and Responding	A: Incorporate specialized dramatic/theatrical	____ CLI 1: Utilize accurate terminology in dramatic/theatrical activities.	Acquisition of Vocabulary 11-12 E: Use multiple resources to enhance	

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
			terminology accurately and consistently in analyzing and responding to theatrical experiences.	____ CLI 2: Incorporate theatrical terms into one's evaluation of one's performance/work.	comprehension of vocabulary.	
8-9	Character Development		B: Indicate the artistic techniques used in planning and performing dramatic/theatrical work.	____ CLI: Compare motivations and reactions of characters confronting similar situations within the work. ____ CLI 3: Explain how background, location and culture affect the development of a character. ____ CLI 5: Use a digital/written journal for self and peer evaluation.	Reading Applications: Literary Text 11-12 B: Explain ways characters confront similar situations and conflict. 11-12 C: Recognize and analyze characteristics of subgenres and literary periods.	
	Character Development	Connections, Relationships and Applications	C: Explain how the arts are an index to social values and accomplishments of a civilization.	____ CLI 2: Research through other curricular subjects to more thoroughly develop a character.		History 9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20 th century and explain their significance. 11-12 B: Use historical interpretations to explain current issues. People in Societies 9-10 A: Analyze the influence of different cultural perspectives on the actions of groups. 9-10 C: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices. People in Societies 11-12 A: Analyze how

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
						<p>issues may be viewed differently by various cultural groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions to shaping American society.</p> <p>Geography</p> <p>11-12 A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.</p>

COLUMBUS CITY SCHOOLS

DRAMA/THEATRE ACTING 2 SCOPE AND SEQUENCE/TIMELINE



FOURTH GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-9	Performing A Play	Creative Expression and Communication	A: Analyze the physical social and psychological dimensions of a character and create a believable, multidimensional portrayal of that character.	<p>___ CLI 1: Analyze physical, social and psychological dimensions of characters within a text.</p> <p>___ CLI 2: Use vocal techniques to develop a consistent character.</p> <p>___ CLI 3: Use movement qualities and patterns to create a specific character.</p> <p>___ CLI 4: Deliver memorized lines with clarity, volume and variety.</p> <p>___ CLI 5: Sustain convincing multidimensional characters.</p> <p>___ CLI 6: Develop contrasting monologues for presentation, auditions and portfolios.</p> <p>___ CLI 7: Demonstrate collaborative disciplines necessary for ensemble work.</p>		
	Performance		B: Effectively use technology and/or resources to mount a performance.	<p>___ CLI 1: Apply new technology to performance and evaluation.</p> <p>___ CLI 2: Pre-block and direct peers in a scene.</p> <p>___ CLI 3: Work collaboratively to mount a</p>		

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
				<p>performance/theatrical event with technical theatre.</p> <p>____ CLI 4: Effectively use technology to record performances and further develop one's resume/self-evaluation/digital portfolio.</p>		
	Performance	Analyzing and Responding	A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to theatrical experiences.	<p>____ CLI 1: Utilize accurate terminology in dramatic/theatrical activities.</p> <p>____ CLI 2: Incorporate theatrical terms into one's evaluation of one's performance/work.</p>	Acquisition of Vocabulary 11-12 E: Use multiple resources to enhance comprehension of vocabulary.	
10	Resume and Career		B: Indicate the artistic techniques used in planning and performing dramatic/theatrical work.	<p>____ CLI 1: Use self-evaluation strategies and audience response to improve one's dramatic theatrical works and experiences.</p> <p>____ CLI 5: Use a digital/written journal for self and peer evaluation.</p>	Writing Applications 11-12 A: Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. 11-12 B: Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities, and that understand that author's use of stylistic devices and effects created.	
	Resume and Career	Analyzing and Responding	A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in	<p>____ CLI 1: Utilize accurate terminology in dramatic/theatrical activities.</p> <p>____ CLI 2: Incorporate theatrical terms into one's</p>	Acquisition of Vocabulary 11-12 E: Use multiple resources to enhance comprehension of vocabulary.	

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
			analyzing and responding to theatrical experiences.	evaluation of one's performance/work.		
	Resume and Career	Connections, Relationships and Applications	D: Engage in activities that lead to continued involvement in theatre.	<p>_____ CLI 1: Update one's portfolio and resume.</p> <p>_____ CLI 2; Investigate a career in drama/theatre.</p>	<p>Writing Applications</p> <p>11-12 A: Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.</p> <p>11-12 B: Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities, and that understand that author's use of stylistic devices and effects created.</p>	