

# COLUMBUS CITY SCHOOLS

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



### FIRST GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1	<b>Introduction to Acting</b>	Historical, Cultural and Social Contexts	A: Determine the authenticity and effectiveness of a drama/theatre work or experience in terms of style, time period, culture and theatre heritage.	____ CLI 1: Explore the use of various acting styles and theatrical genre to achieve an intended purpose.	<p><b>Reading Applications: Informational, Technical and Persuasive Text</b></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><b>Research</b></p> <p>9-10 C: Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p> <p>11-12 C: Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</p>	<p><b>History</b></p> <p>9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.</p> <p>11-12 B: Use historical interpretations to explain current issues.</p> <p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p><b>Geography</b></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>
	<b>Introduction to Acting</b>	Creative Expression and Communication	B: Effectively use technology and/ or resources to mount a performance.	____ CLI 1: Use technical elements safely to focus attention, establish mood, time and locale to support plot, theme or event.		
	<b>Introduction to Acting</b>	Analyzing and Responding	C: Evaluate dramatic/ theatrical works using appropriate criteria.	____ CLI 1: Compare a traditional interpretation of a dramatic/theatrical event with		

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				nontraditional interpretation.		
	<b>Introduction to Acting</b>	Connections, Relationships and Applications	A: Synthesize knowledge of the arts through participation in the creation of a dramatic/ theatrical work or experience.	____ CLI 1: Recognize the relationships between drama/theatre and other art forms during specific historical periods.		
2	<b>Introduction to Acting</b>	Historical, Cultural and Social Contexts	A: Determine the authenticity and effectiveness of a drama/theatre work or experience in terms of style, time period, culture and theatre heritage.	____ CLI 1: Explore the use of various acting styles and theatrical genre to achieve an intended purpose.	<p><b>Reading Applications: Informational, Technical and Persuasive Text</b></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>11-12 A: Analyze structures of documents and critique them for their effectiveness.</p> <p><b>Writing Processes</b></p> <p>9-10, 11-12 E: Apply tools to judge the quality of writing.</p> <p><b>Research</b></p> <p>9-10 C: Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p> <p>11-12 C: Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</p>	<p><b>History</b></p> <p>9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.</p> <p>11-12 B: Use historical interpretations to explain current issues</p> <p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p><b>Geography</b></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>
	<b>Introduction to Acting</b>	Analyzing and Responding	C: Evaluate dramatic/ theatrical works	____ CLI 2: Evaluate variation of universal themes across different time		

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			using appropriate criteria.	periods and cultures.		
	<b>Introduction to Acting</b>	Valuing the Arts/Aesthetic Reflection	B: Respect diverse opinions regarding drama/theatre preferences.	____ CLI 1: Identify factors within cultures that generate diverse opinions about a dramatic/theatrical event.		<p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>9-10 C: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</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><b>Geography</b></p> <p>11-12 A: Explain how the character and meaning of a place reflect a society's economics.</p>
3	<b>Introduction to Acting</b>	Connections, Relationships and Applications	C: Explain how the arts are an index to social values and accomplishments of a civilization.	<p>____ CLI 1: Explain the impact of drama/theatre on social values and social values on drama/theatre.</p> <p>____ CLI 2: Cite specific examples of the relationship between drama/theatre and society.</p>		
	<b>Introduction to Acting</b>	Historical, Cultural and Social Contexts	A:Determine the authenticity and effectiveness of a drama/theatre work or experience in terms of style, time period,	<p>____ CL 4: Explain how live theatre reflects the artistic and social values and accomplishments of civilization.</p> <p>____ CL 5: Identify significant issues that are</p>		<p><b>History</b></p> <p>9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.</p> <p>11-12 B: Use historical interpretations to</p>

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			culture and theatre heritage.	important to live theatre today.		<p>explain current issues.</p> <p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>C: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</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><b>Geography</b></p> <p>11-12 A: Explain how the character and meaning of a place reflect a society's economics.</p>
	<b>Introduction to Acting</b>	Valuing the Arts/Aesthetic Reflection	A: Defend their responses to a dramatic/theatrical event based on their personal philosophies of theatre.	____ CLI 1: Explain the role of drama/theatre in one's school, community, city, state, nation and world.		<b>Citizenship</b> 11-12A: Evaluate various means for citizens to take action on a particular issue.
4	<b>Introduction to Acting</b>	Analyzing and Responding	C: Evaluate dramatic/theatrical works using appropriate criteria.	____ CLI 3: Define the following means of theatrical evaluation and how they affect audience attendance: Golden Globe, Oscar and Tony awards.	<b>Research</b> 9-10 B: Evaluate the usefulness and credibility of data and sources.	
	Intro to Acting	Valuing the Arts/Aesthetic Reflection	A: Defend their responses to a dramatic/theatrical event	____ CLI 2: Compare film vs. theatre philosophies. ____ CLI 3: Create and write a personal philosophy		<b>Citizenship</b> 11-12A: Evaluate various means for citizens to take action

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			based on their personal philosophies of theatre.			of acting and the theatrical arts. on a particular issue.
4	<b>Introduction to Acting</b>	Analyzing and Responding	C: Evaluate dramatic/theatrical works using appropriate criteria.	____ CLI 3: Define the following means of theatrical evaluation and how they affect audience attendance: Golden Globe, Oscar and Tony awards.	<b>Research</b> 9-10 B: Evaluate the usefulness and credibility of data and sources.	
	<b>Introduction to Acting</b>		B: Respect diverse opinions regarding drama/theatre preferences.	____ CLI 2: Explore how different philosophies within a theatre company shape its identify, season and shows.		<b>People in Societies</b> 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. 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. <b>Geography</b> 11-12A: Explain how the character and meaning of a place reflect a society's economics.
5-8	Emotion and <b>Observation</b>	Historical, Cultural and Social Contexts	A: Determine the authenticity and effectiveness of a drama/theatre work or experience in terms of style, time period, culture and	____ CLI 1: Explore the use of various acting styles and theatrical genre to achieve an intended purpose. ____ CLI 3: Use theatre heritage and dramatic/theatrical experiences as a	<b>Reading Applications: Informational, Technical and Persuasive Text</b> 9-10 A: Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.	<b>History</b> 9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20 <sup>th</sup> century and explain their significance. 11-12 B: Use historical interpretations to

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			theatre heritage.	means to explore philosophical, ethical and religious issues.	<p>11-12 A: Analyze structures of documents and critique them for their effectiveness.</p> <p><b>Writing Processes</b></p> <p>9-10, 11-12 E: Apply tools to judge the quality of writing.</p> <p><b>Research</b></p> <p>9-10 C: Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p> <p>11-12 C: Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</p>	<p>explain current issues.</p> <p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p><b>Geography</b></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>
	<b>Emotion and Observation</b>	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 4: Demonstrate in dramatic action how various factors such as emotional attitude contribute to characterization.	<p><b>Reading Applications: Literary Text</b></p> <p>9-10 A: Analyze interactions between characters in literary text and how the interactions affect the plot.</p> <p>11-12 B: Explain ways characters confront similar situations and conflict.</p> <p>C: Recognize and analyze characteristics of subgenres and literary periods.</p>	
	<b>Emotion and Observation</b>	Analyzing and Responding	C: Evaluate dramatic/theatrical works using appropriate criteria.	____ CLI 1: Compare a traditional interpretation of a dramatic/theatrical event with nontraditional interpretation.		

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	<b>Emotion and Observation</b>	Valuing the Arts/Aesthetic Reflection	B: Respect diverse opinions regarding drama/theatre preferences.	____ CLI 1: Identify factors within cultures that generate diverse opinions about a dramatic/theatrical event.		<p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>9-10 C: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</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><b>Geography</b></p> <p>11-12 A: Explain how the character and meaning of a place reflect a society's economics.</p>
	<b>Emotion and Observation</b>	Connections, Relationship and Applications	A: Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical work or experience	____ CLI 1: Recognize the relationships between drama/theatre and other art forms during specific historical periods.		
	<b>Emotion and Observation</b>		C: Explain how the arts are an index to social values and accomplishments of a civilization.	____ CLI 1: Explain the impact of drama/theatre on social values and social values on drama/theatre.		<p><b>History</b></p> <p>9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.</p> <p>11-12 B: Use historical interpretations to explain current issues.</p> <p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different</p>

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						<p>cultural perspectives on the actions of groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p><b>Geography</b></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>
9-10	<b>Emotion and Observation</b>	Historical, Cultural and Social Contexts	A: Determine the authenticity and effectiveness of a drama/theatre work or experience in terms of style, time period, culture and theatre heritage.	<p>____ CLI 1: Explore the use of various acting styles and theatrical genre to achieve an intended purpose.</p>	<p><b>Reading Applications: Informational, Technical and Persuasive Text</b></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><b>Writing Processes</b></p> <p>9-10, 11-12 E: Apply tools to judge the quality of writing.</p> <p><b>Research</b></p> <p>9-10 C: Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p> <p>11-12 C: Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</p>	<p><b>History</b></p> <p>9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.</p> <p>11-12 B: Use historical interpretations to explain current issues.</p> <p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different cultural perspectives on the actions of groups</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p><b>Geography</b></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>
	<b>Emotion and Observation</b>	Analyzing and Responding	C: Evaluate dramatic/theatrical works using appropriate	<p>____ CLI 2: Identify universal themes across different time periods and cultures.</p>		



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			criteria.	____ CLI 4: Use self evaluation strategies and audience response to dramatic/theatrical works and experiences.		
	<b>Emotion and Observation</b>	Valuing the Arts/Aesthetic Reflection	B: Respect diverse opinions regarding drama/theatre preferences.	____ CLI 1: Identify factors within cultures that generate diverse opinions about a dramatic/theatrical event.		<p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p><b>Geography</b></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>
	<b>Emotion and Observation</b>	Connections, Relationship and Applications	C: Explain how the arts are an index to social values and accomplishments of a civilization.	<p>____ CLI 1: Explain the impact of drama/theatre on social values and social values on drama/theatre.</p> <p>____ CLI 2: Cite specific examples of the relationship between drama/theatre and society.</p>		<p><b>History</b></p> <p>9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.</p> <p>11-12 B: Use historical interpretations to explain current issues.</p> <p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p><b>Geography</b></p> <p>11-12 A: Explain how the character and meaning of a place</p>

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						reflect a society's economics, politics, social values, ideology and culture.

# COLUMBUS CITY SCHOOLS

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



### SECOND GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-4	<b>Pantomime and Imagination</b>	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: Manipulate vocal qualities, posture, movement and language to express a variety of characters.</p> <p>____ CLI 3: Develop physical awareness and control of the actor's body in order to create an effective physical interpretation of character.</p>		<b>Geography</b> 11-12 A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.
	<b>Pantomime and Imagination</b>		B: Effectively use technology and/or resources to mount a performance.	<p>____ CLI 2: Apply the principles of composition to create an effective staging and physical interpretation of a script.</p>		
	<b>Pantomime and Imagination</b>	Analyzing and Responding	A: Incorporate specialized theatre terminology accurately and consistently in analyzing and responding to theatrical experiences.	<p>____ CLI 1: Define and use accurate terminology in dramatic/theatrical activities.</p>	<b>Acquisition of Vocabulary</b> 9-12 E: Use multiple resources to enhance comprehension of vocabulary.	
	<b>Pantomime and Imagination</b>		B: Indicate the artistic techniques used in planning and performing dramatic/theatrical work.	<p>____ CLI 1: Determine how a theatrical device can be used to communicate an author or playwright's intent.</p>	<b>Reading Applications: Literary Text</b> 9-10 A: Analyze interactions between characters in literary text and how the interactions affect the plot.	

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
				____ CLI 2: Explain how an actor, director, or playwright's use of symbols helps to create meaning in drama/theatre work.		
	<b>Pantomime and Imagination</b>		C: Evaluate dramatic/theatrical works using appropriate criteria.	____ CLI 4: Use self evaluation strategies and audience response to dramatic/theatrical works and experiences.		
	<b>Pantomime and Imagination</b>	Valuing the Arts/Aesthetic Reflection	B: Respect diverse opinions regarding drama/theatre preferences.	____ CLI 1: Identify factors within cultures that generate diverse opinions about a dramatic/theatrical event.		<b>People in Societies</b> 9-10 A: Analyze the influence of different cultural perspectives on the actions of groups. 11-12 C: Explain the role of diverse cultural institutions in shaping American society. <b>Geography</b> 11-12 A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.
	<b>Pantomime and Imagination</b>	Connections, Relationships and Applications	A: Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical work or experience.	____ CLI 2: Demonstrate the integration of several arts media in a presentation.		
	<b>Pantomime and Imagination</b>		B: Synthesize the relationship between concepts and skills used in drama/theatre with other	____ CLI 1: Discuss the necessity of integration of all disciplines in drama/theatre activity. ____ CLI 2: Used one concept/skill/activity		

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			curricular subjects.		learned in another curricular subject and present it through a dramatic/theatrical presentation.	
	<b>Pantomime and Imagination</b>		D: Engage in activities that lead to continued involvement in theatre.	____ CLI 2: Use technology to record and document personal and group work.		
5-7	<b>Voice and Diction</b>	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: Distinguish between the voice used in life situations and the voice used in performance. ____ CLI 2: Manipulate vocal qualities, posture, movement and language to express a variety of characters.	<b>Communication: Oral and Visual</b> 9-10 B: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message. 9-10 C: Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker. 9-10 D: Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. 9-10 G: Give presentations using a variety of delivery methods, visual displays and technology. 11-12 B: Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and	

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					<p>syntax.</p> <p>11-12 C: Select and use effective speaking strategies for a variety of audiences, situations and purposes.</p>	
	<b>Voice and Diction</b>	Analyzing and Responding	A: Incorporate specialized theatre terminology accurately and consistently in analyzing and responding to theatrical experiences.	____ CLI 1: Define and use accurate terminology in dramatic/theatrical activities.	<p><b>Acquisition of Vocabulary</b></p> <p>9-12 E: Use multiple resources to enhance comprehension of vocabulary.</p>	
	<b>Voice and Diction</b>		C: Evaluate dramatic/theatrical works using appropriate criteria.	____ CLI 4: Use self evaluation strategies and audience response to dramatic/theatrical works and experiences.		
	<b>Voice and Diction</b>	Connections, Relationships and Applications	D: Engage in activities that lead to continued involvement in theatre.	____ CLI 3: Assemble a personal drama/theatre portfolio and resume including works completed and works in progress.	<p><b>Writing Applications</b></p> <p>9-10 C: Produce letters (e.g., business, letters to the editor, job application that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.</p> <p>11-12 A: Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.</p>	
8-9	<b>Voice and Diction</b>	Creative Expression and Communication	A: Analyze the physical, social and psychological dimensions of a character and	____ CLI 5: Deliver memorized lines with clarity, volume and vocal variety.	<p><b>Communication: Oral and Visual</b></p> <p>9-10 B: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect</p>	

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			create a believable, multidimensional portrayal of that character.		<p>this has on the credibility of a speaker or media message.</p> <p>9-10 C: Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker</p> <p>9-10 D: Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p> <p>9-10 G: Give presentations using a variety of delivery methods, visual displays and technology.</p> <p>11-12 B: Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.</p> <p>11-12 C: Select and use effective speaking strategies for a variety of audiences, situations and purposes.</p>	
	<b>Voice and Diction</b>	Connections, Relationships and Applications	D: Engage in activities that lead to continued involvement in theatre.	____ CLI 2: Use technology to record and document personal and group work.		
	<b>Voice and Diction</b>	Analyzing and Responding	C: Evaluate dramatic/ theatrical works using appropriate criteria.	____ CLI 4: Use self evaluation strategies and audience response to dramatic/theatrical works and experiences.		

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		Connections, Relationships and Applications	D: Engage in activities that lead to continued involvement in theatre.	____ CLI 3: Assemble a personal drama/theatre portfolio and resume including works completed and works in progress.	<b>Writing Applications</b> 9-10 C: Produce letters (e.g., business, letters to the editor, job application) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.  11-12 A: Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.	



# COLUMBUS CITY SCHOOLS

## DRAMA/THEATRE ACTING 1 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	<b>Script Analysis</b>	Historical, Cultural and Social Contexts	B: Discuss the place of a dramatic/theatrical writer's body of work in theatre history.	____ CLI 1: Identify significant playwrights/screenwriters and their work from various periods of theatre history.		<p><b>History</b></p> <p>9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.</p> <p>11-12 B: Use historical interpretations to explain current issues.</p> <p><b>People in Societies</b></p> <p>9-10 A: Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>11-12 C: Explain the role of diverse cultural institutions in shaping American society.</p> <p><b>Geography</b></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>
	<b>Script Analysis</b>		A: Determine the authenticity and effectiveness of a drama/theatre work or experience in terms of style, time period, culture and theatre heritage.	<p>____ CLI 2: Research the historical background of a script as a basis for interpretation and presentation.</p> <p>____ CLI 3: Use theatre heritage and dramatic/theatrical experiences as a means to explore</p>	<p><b>Research</b></p> <p>9-12 B: Compile, organize and evaluate information, take notes and summarize findings.</p> <p>9-12 C: Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</p>	

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				philosophical, ethical and religious issues.	9-12 E: Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.	
	<b>Script Analysis</b>	Analyzing and Responding	B: Indicate the artistic techniques used in planning and performing dramatic/theatrical work.	____ CLI 2: Explain how an actor, director, or playwright's use of symbols helps to create meaning in drama/theatre work.	<b>Reading Applications: Literary Text</b> 9-10 A: Analyze interactions between characters in literary text and how the interactions affect the plot.	
			C: Evaluate dramatic/theatrical works using appropriate criteria.	____ CLI 2: Identify universal themes across different time periods and cultures.		
3-5	<b>Script Analysis</b>	Analyzing and Responding	A: Incorporate specialized theatre terminology accurately.	____ CLI 1: Define and use accurate terminology in dramatic/theatrical activities.	<b>Acquisition of Vocabulary</b> 9-12 E: Use multiple resources to enhance comprehension of vocabulary.	
	<b>Script Analysis</b>	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.	____ CLI 1: Write a dramatic or tragic scene, one act or radio drama incorporating appropriate elements of theatre. ____ CLI 2: Critique scripts for accuracy, style, form and effectiveness. ____ CLI 3: Evaluate the script's impact and effect on the target audience.	<b>Writing Applications</b> 9-10 A Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. <b>Reading Applications: Informational, Technical and Persuasive Text</b> 9-10 D: Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. <b>Writing</b> 9-12 A: Formulate writing ideas and identify a topic	<b>History</b> 9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20 <sup>th</sup> century and explain their significance. 11-12 B: Use historical interpretations to explain current issues. <b>People in Societies</b> 9-10 A: Analyze the influence of different cultural perspectives on the actions of groups . 11-12 C: Explain the role of diverse cultural institutions in shaping American society. <b>Geography</b> 11-12 A: Explain how

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
					appropriate to the purpose and audience.	the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.
6	<b>Mounting Application</b>	Creative Expression and Communication	B: Effectively use technology and/or resources to mount a performance.	<p>____ CLI 1: Use technology and/or resources to mount a performance.</p> <p>____ CLI 2: Apply the principles of composition to create an effective staging and physical interpretation of a script.</p> <p>____ CLI 3: Determine costumes and makeup needed to create a character.</p>	<p><b>Writing Applications</b></p> <p>9-10 C: Produce letters (e.g., business, letters to the editor, job application) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.</p> <p>11-12 A: Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.</p>	
7-8	<b>Character Analysis</b>	Historical, Cultural and Social Contexts	B: Discuss the place of a dramatic/theatrical writer's body or work in theatre history.	<p>____ CLI 2: Discuss an actor's body of work and place in theatre heritage.</p>	<p><b>Reading Applications: Literary Text</b></p> <p>11-12 B: Explain ways characters confront similar situations and conflict.</p> <p>11-12 C: Recognize and analyze characteristics of subgenres and literary periods</p>	<p><b>History</b></p> <p>9-10 F: Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.</p> <p>11-12 B: Use historical interpretations to explain current issues.</p>
	<b>Character Analysis</b>	Analyzing and Responding	B: Indicate the artistic techniques used in planning and performing dramatic/theatrical work.	<p>____ CLI 2: Explain how an actor, director, or playwright's use of symbols helps to create meaning in drama/theatre work.</p>	<p><b>Reading Applications: Literary Text</b></p> <p>9-10 A: Analyze interactions between characters in literary text and how the interactions affect the plot.</p>	
9	<b>Character Analysis</b>	Creative Expression and Communication	A: Analyze the physical, social and psychological dimensions of a	<p>____ CLI 1: Distinguish between the voice used in life situations and the voice used in performance.</p>	<p><b>Communication: Oral and Visual</b></p> <p>9-10 B: Analyze the techniques used by speakers and media to influence an audience,</p>	

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
			character and create a believable, multidimensional portrayal of that character.	<p>____ CLI 2: Manipulate vocal qualities, posture, movement and language to express a variety of characters.</p> <p>____ CLI 3: Develop physical awareness and control of the actor's body in order to create an effective physical interpretation of character.</p>	<p>and evaluate the effect this has on the credibility of a speaker or media message.</p> <p>9-10 C: Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p> <p>9-10 D: Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p> <p>9-10 G: Give presentations using a variety of delivery methods, visual displays and technology.</p> <p>11-12 B: Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.</p> <p>11-12 C: Select and use effective speaking strategies for a variety of audiences, situations and purposes.</p>	
	<b>Character Analysis</b>	Analyzing and Responding	A: Incorporate specialized theatre terminology accurately and consistently in analyzing and responding to theatrical experiences.	____ CLI 1: Determine how a theatrical device can be used to communicate an author or playwright's intent.		

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
	<b>Character Analysis</b>	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 4: Demonstrate in dramatic action how various factors such as emotional attitude contribute to characterization.</p> <p>____ CLI 5: Deliver memorized lines with clarity, volume, and vocal variety.</p> <p>____ CLI 6: Develop contrasting monologues for presentation and auditions.</p> <p>____ CLI 7: Demonstrate collaborative necessary for ensemble work and performance.</p>	<p><b>Communication: Oral and Visual</b></p> <p>9-10 B: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message</p> <p>9-10 C: Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p> <p>9-10 D: Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p> <p>9-10 G: Give presentations using a variety of delivery methods, visual displays and technology.</p> <p>11-12 B: Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.</p> <p>11-12 C: Select and use effective speaking strategies for a variety of audiences, situations and purposes.</p>	
	<b>Character Analysis</b>	Connections, Relationships and Applications	B: Synthesize the relationship between concepts and skills used in	<p>____ CLI 1: Discuss the necessity of integration of all disciplines in drama/theatre activity.</p>		

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			drama/theatre with other curricular subjects.	____ CLI 2: Use one concept skill/activity learned in another curricular subject and present it through a dramatic/theatrical presentation.		

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



**FOURTH GRADING PERIOD**

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-7	<b>Performance</b>	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: Distinguish between the voice used in life situations and the voice used in performance.</p> <p>____ CLI 2: Manipulate vocal qualities, posture, movement and language to express a variety of characters.</p> <p>____ CLI 3: Develop physical awareness and control of the actor's body in order to create an effective physical interpretation of character.</p> <p>____ CLI 4: Demonstrate in dramatic action how various factors such as emotional attitude contribute to characterization.</p> <p>____ CLI 5: Deliver memorized lines with clarity, volume, and vocal variety.</p> <p>____ CLI 6: Develop contrasting monologues for presentation and auditions.</p> <p>____ CLI 7: Demonstrate collaborative necessary for ensemble work and</p>	<p><b>Communication: Oral and Visual</b></p> <p>9-10 B: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p> <p>9-10 C: Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p> <p>9-10 D: Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p> <p>9-10 G: Give presentations using a variety of delivery methods, visual displays and technology.</p> <p>11-12 B: Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.</p> <p>11-12 C: Select and use effective speaking strategies for a variety</p>	

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
				performance.	of audiences, situations and purposes.	
	<b>Performance</b>		B: Effectively use technology and/or resources to mount a performance.	____ CLI 4: Effectively use technology to collaborate with technical theatre in order to mount a performance/drama/ theatre event.		
	<b>Performance</b>	Analyzing and Responding	C: Evaluate dramatic/theatrical works using appropriate criteria.	____ CLI 4: Use self evaluation strategies and audience response to dramatic/theatrical works and experiences.	<b>Writing Applications</b> 11-12 A: Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.	
8-10	<b>Resume Career</b>	Connections, Relationships and Applications	D: Engage in activities that lead to continued involvement in theatre.	____ CLI 1; Investigate the skills, knowledge and discipline required for career preparation in drama/theatre. ____ CLI 2: Use technology to record and document personal and group work. ____ CLI 3: Assemble a personal drama/theatre portfolio and resume including works completed and works in progress.	<b>Writing Applications</b> 9-10 C: Produce letters (e.g., business, letters to the editor, job application that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. 11-12 A: Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.	