

Quarterly Content Guide – Drama – K-5	
Quarter 1	Quarter 2
Creative Drama Creative Play Role Playing Dramatic Play	Creative Drama: Pantomime Sensory Recall Role Playing Audience/Actor etiquette Movement Basic Theatre Games Ensemble Building Movement Puppets
Quarter 3	Quarter 4
Playwriting Improvisation Character Development Theatre Games Basic Skills	Mini-Performance/Rehearsal skills memorize a short skit learn lines and stage movement put on a skit/play

Kindergarten
Content: Strand A: Skills and Techniques
Standard 1: The student acts by developing characters
Standard 2: The student directs through interpretation and rehearsal
Standard 3: The student designs the play space to communicate character and setting
Content: Strand B: Creation and Communication
Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.
Content: Strand C: Cultural and Historical Connections
Standard 1: The student demonstrates and understands theatre in various cultural and historical periods.
Content: Strand D: Aesthetic and Critical Analysis
Standard 1: The student applies and demonstrates critical and creative thinking skills in theatre.
Content: Strand E: Applications to Life
Standard 1: The student makes connections between drama and conflict resolution, emotional expression, and problem solving

Quarter 1	Quarter 2
Creative Drama, Creative Play, Role Playing, Dramatic Play	Creative Drama: Pantomime, Sensory Recall, Role Playing, Audience/Actor etiquette, Movement, Basic Theatre Games, Ensemble Building, Movement, Puppets
Quarter 3	Quarter 4
Playwriting, Improvisation, Character Development, Theatre Games, Basic Skills	Mini-Performance/ Rehearsal skills, memorize a short skit, learn lines and stage movement, put on a skit/play

Q T	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
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R					
Q U A R T E R 1	I	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			
	I	TH.A.1.1.2 Creates, alone and in groups, animate and inanimate objects through the movement of the human body			
	I	TH.A.2.1.1 Communicates with others ideas about characterization and plot development within dramatic play activities			
	I	TH.C.1.1.1 Expresses remembered ideas, feelings, and concepts of common daily activities through dramatic play			
	I	TH.D.1.1.1 Portrays imaginary sensory experiences			
	I	TH.D.1.1.2 Gives reasons for personal preferences of formal and informal performances			
	I	TH.D.1.1.5 Understands the similarities and differences between play acting, pretending, and real life.			
End of Quarter I					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
	I	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			

Q U A R T E R 2	I	TH.A.3.1.1 Designs the playing space to communicate character and action in specific locales			
	I	TH.C.1.1.3 Understands characters, situations, and dramatic media from the stories and dramas of other cultures			
	I	TH.D.1.1.3 Understands appropriate audience responses to dramatic presentations			
	I	TH.D.1.1.4 Understands how theatre communicates events of every day life.			
End of Quarter II					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A	I	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			
	I	TH.B.1.1.1 Creates simple scenes that have a setting, dialogue, and plot			
	I	TH.C.1.1.2 Understands how we learn about ourselves, our relationships and our environments			
	I	TH.D.1.1.2 Gives reasons for personal preferences of formal and informal performances			
	I	TH.E.1.1.2 Understands the similarities and differences			

R T E R 3		among how emotions are expressed in theatre, music, dance, and visual art			
End of Quarter III					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 4	I	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			
	I	TH.D.1.1.4 Understands how theatre communicates events of every day life.			
	I	TH.E.1.1.1 Uses role playing to resolve everyday conflict situations			
	I	TH.E.1.1.3 Cooperates with others to create formal and informal theatrical works			
End of Quarter IV					

Grade 1
Content: Strand A: Skills and Techniques
Standard 1: The student acts by developing characters
Standard 2: The student directs through interpretation and rehearsal
Standard 3: The student designs the play space to communicate character and setting
Content: Strand B: Creation and Communication
Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.
Content: Strand C: Cultural and Historical Connections
Standard 1: The student demonstrates and understands theatre in various cultural and historical periods.
Content: Strand D: Aesthetic and Critical Analysis
Standard 1: The student applies and demonstrates critical and creative thinking skills in theatre.
Content: Strand E: Applications to Life
Standard 1: The student makes connections between drama and conflict resolution, emotional expression, and problem solving

Quarter 1	Quarter 2
Creative Drama, Creative Play, Role Playing, Dramatic Play	Creative Drama: Pantomime, Sensory Recall, Role Playing, Audience/Actor etiquette, Movement, Basic Theatre Games, Ensemble Building, Movement, Puppets
Quarter 3	Quarter 4
Playwriting, Improvisation, Character Development, Theatre Games, Basic Skills	Mini-Performance/ Rehearsal skills, memorize a short skit, learn lines and stage movement, put on a skit/play

Q T	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
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R					
Q U A R T E R 1	D	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			
	D	TH.A.1.1.2 Creates, alone and in groups, animate and inanimate objects through the movement of the human body			
	D	TH.A.2.1.1 Communicates with others ideas about characterization and plot development within dramatic play activities			
	D	TH.C.1.1.1 Expresses remembered ideas, feelings, and concepts of common daily activities through dramatic play			
	D	TH.D.1.1.1 Portrays imaginary sensory experiences			
	D	TH.D.1.1.2 Gives reasons for personal preferences of formal and informal performances			
	D	TH.D.1.1.5 Understands the similarities and differences between play acting, pretending, and real life.			
End of Quarter I					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
	D	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			

Q U A R T E R 2	D	TH.A.3.1.1 Designs the playing space to communicate character and action in specific locales			
	D	TH.C.1.1.3 Understands characters, situations, and dramatic media from the stories and dramas of other cultures			
	D	TH.D.1.1.3 Understands appropriate audience responses to dramatic presentations			
	D	TH.D.1.1.4 Understands how theatre communicates events of every day life.			
End of Quarter II					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A	D	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			
	D	TH.B.1.1.1 Creates simple scenes that have a setting, dialogue, and plot			
	D	TH.C.1.1.2 Understands how we learn about ourselves, our relationships and our environments			
	D	TH.D.1.1.2 Gives reasons for personal preferences of formal and informal performances			
	D	TH.E.1.1.2 Understands the similarities and differences			

R T E R 3		among how emotions are expressed in theatre, music, dance, and visual art			
End of Quarter III					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 4	D	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			
	D	TH.D.1.1.4 Understands how theatre communicates events of every day life.			
	D	TH.E.1.1.1 Uses role playing to resolve everyday conflict situations			
	D	TH.E.1.1.3 Cooperates with others to create formal and informal theatrical works			
End of Quarter IV					

Grade 2
Content: Strand A: Skills and Techniques
Standard 1: The student acts by developing characters
Standard 2: The student directs through interpretation and rehearsal
Standard 3: The student designs the play space to communicate character and setting
Content: Strand B: Creation and Communication
Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.
Content: Strand C: Cultural and Historical Connections
Standard 1: The student demonstrates and understands theatre in various cultural and historical periods.
Content: Strand D: Aesthetic and Critical Analysis
Standard 1: The student applies and demonstrates critical and creative thinking skills in theatre.
Content: Strand E: Applications to Life
Standard 1: The student makes connections between drama and conflict resolution, emotional expression, and problem solving

Quarter 1	Quarter 2
Creative Drama, Creative Play, Role Playing, Dramatic Play	Creative Drama: Pantomime, Sensory Recall, Role Playing, Audience/Actor etiquette, Movement, Basic Theatre Games, Ensemble Building, Movement, Puppets
Quarter 3	Quarter 4
Playwriting, Improvisation, Character Development, Theatre Games, Basic Skills	Mini-Performance/ Rehearsal skills, memorize a short skit, learn lines and stage movement, put on a skit/play

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
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Q U A R T E R 1	P	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			
	P	TH.A.1.1.2 Creates, alone and in groups, animate and inanimate objects through the movement of the human body			
	P	TH.A.2.1.1 Communicates with others ideas about characterization and plot development within dramatic play activities			
	P	TH.C.1.1.1 Expresses remembered ideas, feelings, and concepts of common daily activities through dramatic play			
	P	TH.D.1.1.1 Portrays imaginary sensory experiences			
	P	TH.D.1.1.2 Gives reasons for personal preferences of formal and informal performances			
	P	TH.D.1.1.5 Understands the similarities and differences between play acting, pretending, and real life.			
End of Quarter I					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
	P	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			
	P	TH.A.3.1.1 Designs the playing space to communicate character and action in specific locales			

Q U A R T E R 2	P	TH.C.1.1.3 Understands characters, situations, and dramatic media from the stories and dramas of other cultures			
	P	TH.D.1.1.3 Understands appropriate audience responses to dramatic presentations			
	P	TH.D.1.1.4 Understands how theatre communicates events of every day life.			
End of Quarter II					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R	P	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			
	P	TH.B.1.1.1 Creates simple scenes that have a setting, dialogue, and plot			
	P	TH.C.1.1.2 Understands how we learn about ourselves, our relationships and our environments			
	P	TH.D.1.1.2 Gives reasons for personal preferences of formal and informal performances			
	P	TH.E.1.1.2 Understands the similarities and differences among how emotions are expressed in theatre, music, dance, and visual art			

E R 3					
End of Quarter III					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 4	P	TH.A.1.1.1 Creates imagined characters, relationships, and environments, using basic acting skills (concentration, sensory recall, pantomime, and vocal improvisation)			
	P	TH.D.1.1.4 Understands how theatre communicates events of every day life.			
	P	TH.E.1.1.1 Uses role playing to resolve everyday conflict situations			
	P	TH.E.1.1.3 Cooperates with others to create formal and informal theatrical works			
End of Quarter IV					

Grade 3

Content: Strand A: Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal/informal productions.

Standard 2: The student directs through interpretation and rehearsals

Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.

Content: Strand B: Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experience.

Content: Strand C: Cultural and Historical Connections

Standard 1: The student understands context by analyzing the role of theatre in the past and present.

Content: Strand D: Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal performances.

Content: Strand E: Applications to Life

Standard 1: The student understands applications of the role of theatre in everyday life.

Quarter 1	Quarter 2
<p>Skill development: breathing, enunciation, concentration, isolations of body parts, Storytelling, Pantomime, Creative Play, Creative Drama, Improvisation of relationships and environments, Intro to storytelling through media, puppets, using the body to create movement canons, movement machines, Gratowski's Magic Mirror, Concentration Games, team builders</p>	<p>Continually working on skill development, memorization of short poems and short monologues, experimenting with scenery, props, costumes to establish setting and mood, storytelling (fact and fiction), stories on a string, one sentence stories, ad-libs, guided stories, acting out a short story, improvisation of real life situations, improvisation of stories.</p>
Quarter 3	Quarter 4
<p>Team Builders, Cooperative Learning, Writing short scripts, vocabulary, theatre history and culture through fairy tales around the world, readers theatre, acting out historical events, Kabuki,</p>	<p>Mini Performance – role playing, rehearsal skills, making decisions on blocking and stage directions, memorizing lines, put on a performance.</p>

Masks, Puppets, Evaluation of performances/Critique a performance, elements of production	
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Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 1	I	TH.A.1.2.1 Creates imagined characters, relationships, and environments, using basic acting skills (breath control, diction, concentration, and control of isolated body parts)			
	I	TH.E.1.2.2 Understands the artistic characteristics of various media and the advantages/disadvantages of telling stories through those media.			
End of Quarter I					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
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Q U A R T E R 2	I	TH.A.1.2.1 Creates imagined characters, relationships, and environments, using basic acting skills (breath control, diction, concentration, and control of isolated body parts)			
	I	TH.A.3.2.2 Creates an environment (with scenery, props, sound effects, and costumes) to communicate locale and mood.			
	I	TH.B.1.2.1 Knows how improvised dialogue and scenes are used to tell stories and create characters based on historical, literacy, and every day situations.			
	I	TH.C.1.2.2 Understands how theatre is an interpretation of actual events in history and everyday life.			
	I	TH.D.1.2.1 Knows how theatre uses visual elements (set design and costumes), sound (voice inflection and sound effects), and movement (staging and character portrayal) to communicate			
	I	TH.D.1.2.2 Understands the similarities and differences between real life and the theatre’s representation of life (willing suspense of disbelief)			
	I	TH.E.1.2.2 Understands the artistic characteristics of various media and the advantages/disadvantages of telling stories through those media.			
End of Quarter II					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 3	I	TH.A.1.2.1 Creates imagined characters, relationships, and environments, using basic acting skills (breath control, diction, concentration, and control of isolated body parts)			
	I	TH.A.2.2.2 Collaborates with actors to modify scripts for character motivation			
	I	TH.A.3.2.1 Understands the relationships among scenery, properties, lighting, sound, costumes, and makeup in scenes and formal play productions.			
	I	TH.C.1.2.1 Understands how cultural influences are expressed in the portrayal of characters and themes			
	I	TH.D.1.2.3 Uses theatre terms when evaluating a			

		performance.			
	I	TH.D.1.2.4 Articulates emotional responses to the whole, as well as parts of, dramatic performances.			
	I	TH.E.1.2.1 Understands the emotional and social impact of theatre on an individual's life and community			
End of Quarter III					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 4	I	TH.A.2.2.1 Communicates directing choices to actors in improvised and scripted scenes.			
	I	TH.C.1.2.3 Understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods.			
	I	TH.E.1.2.4 Collaborates in the construction of formal and informal productions			
End of Quarter IV					

Grade 4
Content: Strand A: Skills and Techniques
Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal/informal productions.
Standard 2: The student directs through interpretation and rehearsals
Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.
Content: Strand B: Creation and Communication
Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experience.
Content: Strand C: Cultural and Historical Connections
Standard 1: The student understands context by analyzing the role of theatre in the past and present.
Content: Strand D: Aesthetic and Critical Analysis
Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal performances.
Content: Strand E: Applications to Life
Standard 1: The student understands applications of the role of theatre in everyday life.

Quarter 1	Quarter 2
Continual working on Skill development: breathing exercises, enunciation (using tongue twisters, poetry, and recitations), concentration, isolations of body parts, Storytelling, Pantomime, Creative Play, Creative Drama, Improvisation of relationships and environments, Intro to storytelling through media, puppets, using the body to create movement canons, movement machines, Gradowski's Magic Mirror, Concentration Games, team builders	Continually working on skill development, memorization of poems and 1-minute monologues, creating scenery and costumes to establish setting and mood, storytelling (fact and fiction), stories on a string, one sentence stories, ad-libs, guided stories, acting out a short story, improvisation of real life situations, improvisation of stories.
Quarter 3	Quarter 4
Team Builders, Cooperative Learning, Writing short scripts, vocabulary development, theatre history and culture through fairy tales around the world, readers theatre, acting out historical events, Kabuki, Masks, Puppets, Evaluation of performances/Critique a	Mini Performance – role playing, conflict resolution, rehearsal skills, making decisions on blocking and stage directions, memorizing lines, put on a performance.

performance, elements of production	
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Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 1	D	TH.A.1.2.1 Creates imagined characters, relationships, and environments, using basic acting skills (breath control, diction, concentration, and control of isolated body parts)			
	D	TH.E.1.2.2 Understands the artistic characteristics of various media and the advantages/disadvantages of telling stories through those media.			
End of Quarter I					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
	D	TH.A.1.2.1 Creates imagined characters, relationships,			

Q U A R T E R 2		and environments, using basic acting skills (breath control, diction, concentration, and control of isolated body parts)			
	D	TH.A.3.2.2 Creates an environment (with scenery, props, sound effects, and costumes) to communicate locale and mood.			
	D	TH.B.1.2.1 Knows how improvised dialogue and scenes are used to tell stories and create characters based on historical, literacy, and every day situations.			
	D	TH.C.1.2.2 Understands how theatre is an interpretation of actual events in history and everyday life.			
	D	TH.D.1.2.1 Knows how theatre uses visual elements (set design and costumes), sound (voice inflection and sound effects), and movement (staging and character portrayal) to communicate			
	D	TH.D.1.2.2 Understands the similarities and differences between real life and the theatre’s representation of life (willing suspense of disbelief)			
	D	TH.E.1.2.2 Understands the artistic characteristics of various media and the advantages/disadvantages of telling stories through those media.			
End of Quarter II					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 3	D	TH.A.1.2.1 Creates imagined characters, relationships, and environments, using basic acting skills (breath control, diction, concentration, and control of isolated body parts)			
	D	TH.A.2.2.2 Collaborates with actors to modify scripts for character motivation			
	D	TH.A.3.2.1 Understands the relationships among scenery, properties, lighting, sound, costumes, and makeup in scenes and formal play productions.			
	D	TH.C.1.2.1 Understands how cultural influences are expressed in the portrayal of characters and themes			
	D	TH.D.1.2.3 Uses theatre terms when evaluating a performance.			
	D	TH.D.1.2.4 Articulates emotional responses to the whole, as well as parts of, dramatic performances.			
	D	TH.E.1.2.1 Understands the emotional and social impact of theatre on an individual's life and community			
End of Quarter III					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 4	D	TH.A.2.2.1 Communicates directing choices to actors in improvised and scripted scenes.			
	D	TH.C.1.2.3 Understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods.			
	D	TH.E.1.2.4 Collaborates in the construction of formal and informal productions			
End of Quarter IV					

Grade 5

Content: Strand A: Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal/informal productions.

Standard 2: The student directs through interpretation and rehearsals

Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.

Content: Strand B: Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experience.

Content: Strand C: Cultural and Historical Connections

Standard 1: The student understands context by analyzing the role of theatre in the past and present.

Content: Strand D: Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal performances.

Content: Strand E: Applications to Life

Standard 1: The student understands applications of the role of theatre in everyday life.

Quarter 1	Quarter 2
<p>More complex working on skill development: breathing exercises, enunciation (using tongue twisters, poetry, and recitations), concentration, isolations of body parts, Storytelling, Pantomime, Creative Play, Creative Drama, Improvisation of relationships and environments, Intro to storytelling through media, puppets, using the body to create movement canons, movement machines, Gradowski's Magic Mirror, Concentration Games, team builders</p>	<p>More complex working on skill development, memorization of longer poems and 2-3 minute monologues, designing a set/costume to establish setting and mood, storytelling (fact and fiction), stories on a string, one sentence stories, ad-libs, guided stories, acting out a short story, improvisation of real life situations, improvisation of stories.</p>
Quarter 3	Quarter 4
<p>More complex Team Builders, Cooperative Learning, Writing short scripts, vocabulary, theatre history and culture through fairy tales around the world, readers theatre, acting out historical events, Kabuki, Masks, Puppets, Evaluation of performances/Critique a</p>	<p>Mini Performance – role playing, conflict resolution, rehearsal skills, making decisions on blocking and stage directions, memorizing lines, put on a performance.</p>

performance, elements of production	
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Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 1	P	TH.A.1.2.1 Creates imagined characters, relationships, and environments, using basic acting skills (breath control, diction, concentration, and control of isolated body parts)			
	P	TH.E.1.2.2 Understands the artistic characteristics of various media and the advantages/disadvantages of telling stories through those media.			
End of Quarter I					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
	P	TH.A.1.2.1 Creates imagined characters, relationships,			

Q U A R T E R 2		and environments, using basic acting skills (breath control, diction, concentration, and control of isolated body parts)			
	P	TH.A.3.2.2 Creates an environment (with scenery, props, sound effects, and costumes) to communicate locale and mood.			
	P	TH.B.1.2.1 Knows how improvised dialogue and scenes are used to tell stories and create characters based on historical, literacy, and every day situations.			
	P	TH.C.1.2.2 Understands how theatre is an interpretation of actual events in history and everyday life.			
	P	TH.D.1.2.1 Knows how theatre uses visual elements (set design and costumes), sound (voice inflection and sound effects), and movement (staging and character portrayal) to communicate			
	P	TH.D.1.2.2 Understands the similarities and differences between real life and the theatre’s representation of life (willing suspense of disbelief)			
	P	TH.E.1.2.2 Understands the artistic characteristics of various media and the advantages/disadvantages of telling stories through those media.			
End of Quarter II					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 3	P	TH.A.1.2.1 Creates imagined characters, relationships, and environments, using basic acting skills (breath control, diction, concentration, and control of isolated body parts)			
	P	TH.A.2.2.2 Collaborates with actors to modify scripts for character motivation			
	P	TH.A.3.2.1 Understands the relationships among scenery, properties, lighting, sound, costumes, and makeup in scenes and formal play productions.			
	P	TH.C.1.2.1 Understands how cultural influences are expressed in the portrayal of characters and themes			
	P	TH.D.1.2.3 Uses theatre terms when evaluating a performance.			
	P	TH.D.1.2.4 Articulates emotional responses to the whole, as well as parts of, dramatic performances.			
	P	TH.E.1.2.1 Understands the emotional and social impact of theatre on an individual's life and community			
End of Quarter III					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 4	P	TH.A.2.2.1 Communicates directing choices to actors in improvised and scripted scenes.			
	P	TH.C.1.2.3 Understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods.			
	P	TH.E.1.2.4 Collaborates in the construction of formal and informal productions			
End of Quarter IV					

Grade 6

Content: Strand A: Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal/informal productions.

Standard 2: The student directs by interpreting texts and organizing and conducting rehearsals for formal/informal productions.

Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.

Content: Strand B: Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

Content: Strand C: Cultural and Historical Connections

Standard 1: The student understands context by analyzing the role of theatre, film, TV, and electronic media in the past and present.

Content: Strand D: Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal performances in various media.

Content: Strand E: Applications to Life

Standard 1: The student understands applications of the role of theatre in everyday life.

Quarter 1	Quarter 2
Reading a variety of short skits, plays, stories Basic Theatre History (Greek, Renaissance, Kabuki, Modern) Study of Key figures in acting, playwriting, and production Vocabulary Development	Theatre History Study various cultures of theatre Character analysis and development Improvisation Team builder activities Vocabulary Development Study of plot, conflict, theme, setting Reacting to performances
Quarter 3	Quarter 4
Reading scripts Putting on smaller scale performance- class skit Skills: monologue, dialogue, skit	Students work together on putting on a performance where some students are actors, set designers, technicians, costume designers, and demonstrate

<p>Play writing Using scenery, costumes, lighting for defining a character Improvisation Team Building Evaluating performances</p>	<p>various roles in a production.</p>
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Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 1	I	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	I	TH.C.1.3.1 Understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theatre.			
	I	TH.C.1.3.3 Understands the lives, works, and influences of representative theatre artists from various cultures and historical periods.			
	I	TH.D.1.3.4 Understands that theatre experiences involve empathy (e.g. vicarious identification with characters and actions) and aesthetic distance (e.g. recognition that the play is not real life.)			
	I	TH.E.1.3.1 Understands the influence various arts media have on theatrical productions.			
	I	TH.E.1.3.5 Knows about significant playwrights,			

	performers, directors, and producers and their contributions to theatre.			
End of Quarter I				

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 2	I	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	I	TH.C.1.3.1 Understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theatre.			
	I	TH.C.1.3.2 Understands the social impact of historical and cultural events on the theatre (e.g. art imitates life; life imitates art)			
	I	TH.D.1.3.1 Understands a character in a play through exploration of internal characterization (e.g. emotions and motivations) and external motivation (e.g. background, posture, mannerisms, dress)			
	I	TH.D.1.3.2 Understands the relationship of plot, conflict, and theme in a play.			
	I	TH.E.1.3.2 Understands the reasons for personal reactions and audience reactions to various media and multiple arts forms (e.g. staging environment, past experiences, and culture.)			
	I	TH.E.1.3.5 Knows about significant playwrights,			

		performers, directors, and producers and their contributions to theatre.			
End of Quarter II					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 3	I	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	I	TH.A.2.3.1 Uses the elements of dramatic form (plot, character, dialogue, conflict, resolution, setting) to stage a play.			
	I	TH.A.3.3.1 Safely selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting.			
	I	TH.D.1.3.3 Develops criteria for the evaluation of dramatic texts and performances.			
	I	TH.E.1.3.4 Understands the value of collaboration in creating a theatrical production.			
End of Quarter III					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 4	I	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	I	TH.A.3.3.2 Develops and uses technical sound effects such as microphones, synthesizers, tapes and CDs to emphasize and enhance the meaning of a play.			
	I	THE.1.3.3 Knows pertinent skills, discipline, and knowledge to pursue careers and recreational opportunities in theatre, film, television, and electronic media.			
End of Quarter IV					

Grade 7
Content: Strand A: Skills and Techniques
Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal/informal productions.
Standard 2: The student directs by interpreting texts and organizing and conducting rehearsals for formal/informal productions.
Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.
Content: Strand B: Creation and Communication
Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.
Content: Strand C: Cultural and Historical Connections
Standard 1: The student understands context by analyzing the role of theatre, film, TV, and electronic media in the past and present.
Content: Strand D: Aesthetic and Critical Analysis
Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal performances in various media.
Content: Strand E: Applications to Life
Standard 1: The student understands applications of the role of theatre in everyday life.

Quarter 1	Quarter 2
Reading a variety of short skits, plays, stories Basic Theatre History (Greek, Renaissance, Kabuki, Modern) Study of Key figures in acting, playwriting, and production Vocabulary Development	Theatre History Study various cultures of theatre Character analysis and development Improvisation Team builder activities Vocabulary Development Study of plot, conflict, theme, setting Reacting to performances
Quarter 3	Quarter 4
Reading scripts Putting on smaller scale performance- class skit Skills: monologue, dialogue, skit	Students work together on putting on a performance where some students are actors, set designers, technicians, costume designers, and demonstrate

<p>Play writing Using scenery, costumes, lighting for defining a character Improvisation Team Building Evaluating performances</p>	<p>various roles in a production.</p>
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Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 1	D	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	D	TH.C.1.3.1 Understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theatre.			
	D	TH.C.1.3.3 Understands the lives, works, and influences of representative theatre artists from various cultures and historical periods.			
	D	TH.D.1.3.4 Understands that theatre experiences involve empathy (e.g. vicarious identification with characters and actions) and aesthetic distance (e.g. recognition that the play is not real life.)			
	D	TH.E.1.3.1 Understands the influence various arts media have on theatrical productions.			
	D	TH.E.1.3.5 Knows about significant playwrights,			

		performers, directors, and producers and their contributions to theatre.			
End of Quarter I					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 2	D	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	D	TH.C.1.3.1 Understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theatre.			
	D	TH.C.1.3.2 Understands the social impact of historical and cultural events on the theatre (e.g. art imitates life; life imitates art)			
	D	TH.D.1.3.1 Understands a character in a play through exploration of internal characterization (e.g. emotions and motivations) and external motivation (e.g. background, posture, mannerisms, dress)			
	D	TH.D.1.3.2 Understands the relationship of plot, conflict, and theme in a play.			
	D	TH.E.1.3.2 Understands the reasons for personal reactions and audience reactions to various media and multiple arts forms (e.g. staging environment, past experiences, and culture.)			
	D	TH.E.1.3.5 Knows about significant playwrights,			

		performers, directors, and producers and their contributions to theatre.			
End of Quarter II					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 3	D	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	D	TH.A.2.3.1 Uses the elements of dramatic form (plot, character, dialogue, conflict, resolution, setting) to stage a play.			
	D	TH.A.3.3.1 Safely selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting.			
	D	TH.D.1.3.3 Develops criteria for the evaluation of dramatic texts and performances.			
	D	TH.E.1.3.4 Understands the value of collaboration in creating a theatrical production.			
End of Quarter III					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 4	D	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	D	TH.A.3.3.2 Develops and uses technical sound effects such as microphones, synthesizers, tapes and CDs to emphasize and enhance the meaning of a play.			
	D	THE.1.3.3 Knows pertinent skills, discipline, and knowledge to pursue careers and recreational opportunities in theatre, film, television, and electronic media.			
End of Quarter IV					

Grade 8
Content: Strand A: Skills and Techniques
Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal/informal productions.
Standard 2: The student directs by interpreting texts and organizing and conducting rehearsals for formal/informal productions.
Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.
Content: Strand B: Creation and Communication
Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.
Content: Strand C: Cultural and Historical Connections
Standard 1: The student understands context by analyzing the role of theatre, film, TV, and electronic media in the past and present.
Content: Strand D: Aesthetic and Critical Analysis
Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal performances in various media.
Content: Strand E: Applications to Life
Standard 1: The student understands applications of the role of theatre in everyday life.

Quarter 1	Quarter 2
Reading a variety of short skits, plays, stories Basic Theatre History (Greek, Renaissance, Kabuki, Modern) Study of Key figures in acting, playwriting, and production Vocabulary Development	Theatre History Study various cultures of theatre Character analysis and development Improvisation Team builder activities Vocabulary Development Study of plot, conflict, theme, setting Reacting to performances
Quarter 3	Quarter 4
Reading scripts Putting on smaller scale performance- class skit Skills: monologue, dialogue, skit	Students work together on putting on a performance where some students are actors, set designers, technicians, costume designers, and demonstrate

<p>Play writing Using scenery, costumes, lighting for defining a character Improvisation Team Building Evaluating performances</p>	<p>various roles in a production.</p>
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Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 1	P	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	P	TH.C.1.3.1 Understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theatre.			
	P	TH.C.1.3.3 Understands the lives, works, and influences of representative theatre artists from various cultures and historical periods.			
	P	TH.D.1.3.4 Understands that theatre experiences involve empathy (e.g. vicarious identification with characters and actions) and aesthetic distance (e.g. recognition that the play is not real life.)			
	P	TH.E.1.3.1 Understands the influence various arts media have on theatrical productions.			
	P	TH.E.1.3.5 Knows about significant playwrights,			

		performers, directors, and producers and their contributions to theatre.			
End of Quarter I					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 2	P	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	P	TH.C.1.3.1 Understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theatre.			
	P	TH.C.1.3.2 Understands the social impact of historical and cultural events on the theatre (e.g. art imitates life; life imitates art)			
	P	TH.D.1.3.1 Understands a character in a play through exploration of internal characterization (e.g. emotions and motivations) and external motivation (e.g. background, posture, mannerisms, dress)			
	P	TH.D.1.3.2 Understands the relationship of plot, conflict, and theme in a play.			
	P	TH.E.1.3.2 Understands the reasons for personal reactions and audience reactions to various media and multiple arts forms (e.g. staging environment, past experiences, and culture.)			
	P	TH.E.1.3.5 Knows about significant playwrights,			

		performers, directors, and producers and their contributions to theatre.			
End of Quarter II					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 3	P	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	P	TH.A.2.3.1 Uses the elements of dramatic form (plot, character, dialogue, conflict, resolution, setting) to stage a play.			
	P	TH.A.3.3.1 Safely selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting.			
	P	TH.D.1.3.3 Develops criteria for the evaluation of dramatic texts and performances.			
	P	TH.E.1.3.4 Understands the value of collaboration in creating a theatrical production.			
End of Quarter III					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 4	P	TH.A.1.3.1 Develops characters, relationships and environments from written sources (e.g. plays, stories, poems, and history)			
	P	TH.A.3.3.2 Develops and uses technical sound effects such as microphones, synthesizers, tapes and CDs to emphasize and enhance the meaning of a play.			
	P	THE.1.3.3 Knows pertinent skills, discipline, and knowledge to pursue careers and recreational opportunities in theatre, film, television, and electronic media.			
End of Quarter IV					