



## Semester Content Guide 2015-2016

Theatre Kindergarten (Grade K): 5010200

Course Length: Year

CPALMS: [Course Description](#)

Quarter One

Pacing	Big Ideas	Course Standards
1-1		TH.K.F.3.1 TH.K.S.1.1 TH.K.S.2.1

Quarter Two

Pacing	Big Ideas	Course Standards
2-1		TH.K.F.1.1 TH.K.S.3.1 TH.K.C.1.1

Pacing	Big Ideas	Course Standards
3-1		TH.K.C.2.1 TH.K.H.3.1

Quarter Three

Pacing	Big Ideas	Course Standards
4-1		TH.K.H.2.1 TH.K.S.3.2

Quarter Four

Standards taught continuously throughout the year	TH.K.O.1.1	TH.K.S.3.3
	TH.K.O.3.1	TH.K.C.3.2
	TH.K.O.2.1	TH.K.C.3.1
	TH.K.S.1.2	
	TH.K.S.1.3	



**Academic Plan 2015 - 2016**

**Course : Course Code # 5010200**

**Course Length: Year**

Quarter: 1 - 1

**Big Ideas:**

C: Critical Thinking and Reflections

O: Organizational Structure

F: Innovation, Technology and the Future

S: Skills and Techniques

H: Historical and Global Connections

Content Standards		Suggested Language Arts Florida Standards	
<b>Essential Standards</b>			
TH.K.F.3.1 Exhibit age-appropriate dramatic play behaviors. e.g. using imagination, leading and following, following directions. TH.K.S.1.1 Demonstrate appropriate audience behavior at a live performance. e.g. listen quietly, applaud TH.K.S.2.1 Pretend to be a character from a given story.			
Essential Outcome Question			
How is Theatre a unique art form?			
Aligned Learning Goals	Resources	CPALMS	Strategies for Differentiation
The student will engage in dramatic play exercises. The student will recognize and demonstrate appropriate audience behavior. The student will perform as a character.			
Assessment Information			



**Academic Plan 2015 - 2016**  
**Course : Course Code # 5010200**  
**Course Length: Year**

Quarter: 2-1

**Big Ideas:**

C: Critical Thinking and Reflections  
 S: Skills and Techniques

O: Organizational Structure  
 H: Historical and Global Connections

F: Innovation, Technology and the Future

**Content Standards**

**Suggested Language Arts Florida Standards**

**Essential Standards**

TH.K.F.1.1 Pretend to be an animal by imitating its movements and sounds. e.g. walking, eating, hunting, growling, grunting, roaring  
 TH.K.S.3.1 Use imagination to show a person at work, using the body and voice to communicate ideas.  
 TH.K.C.1.1 Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.

**Essential Outcome Question**

**How do we perform?**

**Aligned Learning Goals**

**Resources**

**CPALMS**

**Strategies for Differentiation**

The student will use voice & movement to perform as \_\_\_\_\_.  
 The student will use voice & movement to communicate \_\_\_\_\_.  
 The student will use voice & movement to tell a story.

**Assessment Information**



**Academic Plan 2015 - 2016**

**Course : Course Code # 5010200**

**Course Length: Year**

Quarter: 3-1

**Big Ideas:**

C: Critical Thinking and Reflections

O: Organizational Structure

F: Innovation, Technology and the Future

S: Skills and Techniques

H: Historical and Global Connections

Content Standards		Suggested Language Arts Florida Standards	
<b>Essential Standards</b>			
TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance. TH.K.H.3.1 Describe feelings related to watching a play. e.g. happy, sad, surprised, scared			
Essential Outcome Question			
How do performances affect us?			
Aligned Learning Goals	Resources	CPALMS	Strategies for Differentiation
The student will communicate opinions about a performance. The student will describe their feelings about a performance.			
Assessment Information			



**Academic Plan 2015 - 2016**

**Course : Course Code # 5010200**

**Course Length: Year**

Quarter: 4-1

**Big Ideas:**

C: Critical Thinking and Reflections

O: Organizational Structure

F: Innovation, Technology and the Future

S: Skills and Techniques

H: Historical and Global Connections

Content Standards		Suggested Language Arts Florida Standards	
<b>Essential Standards</b>			
TH.K.H.2.1 Identify how the elements of place and time can change a story. TH.K.S.3.2 Describe the concept of beginning, middle, and ending in stories using dramatic play.			
Essential Outcome Question			
How do story elements influence a performance?			
Aligned Learning Goals	Resources	CPALMS	Strategies for Differentiation
The student will identify story elements. The student will generate story elements. The student will use story elements in performance.			
Assessment Information			