



**Curriculum Program for
Arts and Literacy, PreK-12**

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**Alignment With Curriculum
Expectations:
Ontario, Canada**

**The Ontario Arts Curriculum 2009,
Grades 1-8 Drama**

**Free download (PDF) online
www.DramaEd.net/supplements.htm**

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BACKGROUND

Why Create this Supplement?

The Drama Game File is a standards-based curriculum program. The Arts Standards section on the CD-ROM teaches the user how to connect the games and techniques of the program to content standards for theatre, the other arts, and other academic subject areas. Be sure to read this section in addition to using this supplement.

The specific standards used on the CD-ROM come from the national and California state theatre arts standards. To further assist teachers and administrators, we have created a free supplement that correlates The Drama Game File to a state's adopted theatre arts content standards. The supplement lists the sections from the CD-ROM that can be used to teach specific theatre arts standards in grades K-12. Not all standards are included, particularly those related to technical theatre. However, our program can be used for the majority of any state's theatre standards. Download and print the free supplement, then store it in the rear pocket of your Companion Notebook.

About The Drama Game File

This comprehensive curriculum program is designed for use by teachers in grades preschool through high school for arts education and literacy development. The three components to the full kit are:

2nd Edition CD-ROM. Contains the complete curriculum (equal to a 500-page teacher's manual.) User prints as needed.

Companion Notebook. Contains the 210 printable pages from the CD-ROM with 10 plastic tabs and bonus material in a durable and portable coil-bound book. For use with the CD-ROM.

The Character Cards Box Set. 644 flash cards from the CD-ROM to use as creative inspiration during the games. Produced as durable 3x5 playing cards in a portable box with tabs and 50 activity ideas for arts and literacy. For product details and special offers, visit us online at www.DramaEd.net.

About the Ontario Curriculum For the Arts, Grades 1-8

The concepts and expectations used in this supplement come from the Ontario Curriculum for the Arts published by the Ontario Ministry of Education in 2009. Learn more online and download a copy of the arts curriculum at www.edu.gov.on.ca/eng/curriculum/elementary/arts

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INSTRUCTIONS

How to Use this Supplement

Insert the 2nd Edition CD-ROM into your computer and follow instructions until the Welcome page is displayed. Click on Table of Contents. You are now ready to use this supplement to connect your drama curriculum expectations to The Drama Game File. Remember that you may need to use expectations from different grade levels than yours to match your students' abilities and needs (e.g., 4th grade students new to drama may need to start with expectations from grade 1.)

Big Ideas For All Grade Levels (pgs. 3-7)

The definitions provided combine elements from grades 1-8 for Ontario. Use the listed pages on the CD-ROM to find material applicable to each concept across a range of grade levels.

Overall Expectations (pg. 3): These are the three big ideas organizing the arts curriculum expectations for grades 1-8 in Ontario.

Elements of Drama (pg. 4): These are the five elements of drama that apply to all grade levels in Ontario.

The Achievement Chart (pg. 5): These are the assessment criteria for teachers to use to evaluate student progress in the arts in Ontario.

Specific Expectations by Grade Level (pg. 8): This supplement includes only those expectations that can be taught with our curriculum. The shorthand number for each expectation is noted on the far left. Each grade level has a separate page in the supplement for convenience.

There is a separate supplement for grades 9-12 for Ontario.

Links Pathway: Click each link in the order listed from left to right (starting at the Table of Contents page) until you reach the final destination, where you will find material (and links to additional related material) that help teach the standard or concept listed in the left column. Make adaptations as needed to fit the concept to the game(s)/curriculum. *Navigation tip*: scroll to the bottom on any page and you will find a quick link back to the Table of Contents.

Book and Cards: The far right columns show if the standard or concept can also be taught by using the book (Companion Notebook) and/or cards (The Character Cards Box Set) products that are part of the complete kit for The Drama Game File.

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OVERALL EXPECTATIONS (Big ideas for all grade levels)	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
<p>B1 Creating And Presenting</p> <p>Apply the creative process to dramatic play, process drama, and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, stories, and multiple perspectives.</p>	<ul style="list-style-type: none"> • Index of Games to find creative activities by 70 different topics, skills, learning styles, and grade levels. • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary and tips on teaching terminology. • Drama Skills to practice and learn the elements of creative expression in drama. • Character Cards for 440 quick-pick ideas for creative expression and story creation. • Teaching Strategies to learn how to plan for and lead lessons that maximize engagement and learning.
<p>B2 Reflecting, Responding, And Analyzing</p> <p>Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of drama works and experiences.</p>	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary and tips on teaching terminology. • Teacher Talk ➤ Evaluation Questions for examples of reviewing and reflecting after the activities. • Keys to Success ➤ Assessment for directions on how to make assessment rubrics for any activity. • Arts Standards ➤ Assessment for strategies and resources to help with assessment and evaluation. • Teacher Talk ➤ Evaluation Questions ➤ Constructive Feedback for guidelines on leading peer comments.
<p>B3 Exploring Forms and Cultural Context</p> <p>Demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their social, community, cultural, and historical contexts.</p>	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary, genres, and history terms. • Index of Games ➤ School Subjects ➤ Social Studies for activities to explore different cultures, historical events, and theatre forms and styles. • Index of Games ➤ School Subjects ➤ Events for activities to explore cultural events, holidays, and rituals.

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ELEMENTS OF DRAMA (Big ideas for all grade levels)	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
Role/Character Analyzing and/or adopting the attitude, point of view, motivation, or emotional state of a character (fictional or historical); using physical technique (gesture, movement, posture, facial expression), vocal technique (tone, range, projection, enunciation), costumes, and props to depict and sustain belief in a character	<ul style="list-style-type: none"> • Index of Games ➤ Drama Categories ➤ Characterization for activities to explore character analysis and choices. • Character Cards for developing greater variety of choice-making in character work. • Index of Games ➤ Grade Levels to find activities appropriate for different ages/grade levels PreK-12. • Lesson Plan Sections ➤ Drama Skills to learn the skills and concepts of depicting a role or character. • Instructions ➤ Glossary of Terms for definitions of drama vocabulary and concepts related to acting.
Relationship Listening and responding in role to other characters in role; developing, analyzing, and portraying relationships between and among characters in a drama	<ul style="list-style-type: none"> • Index of Games ➤ Drama Categories ➤ Characterization for activities to explore character relationships. • Character Cards for developing greater understanding and detail in character relationships and scenarios. • Index of Games ➤ Drama Skills ➤ Listening for activities to explore active listening in character or role. • Instructions ➤ Glossary of Terms for definitions of drama vocabulary and concepts related to acting.
Time and Place Establishing, relating to, and sustaining belief in the setting(s) of a drama using role, props, scenery, improvisation, blocking, and stage areas.	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms for definitions of drama vocabulary related to this element of drama. • Teaching Strategies ➤ Sample Classes ➤ School Subjects #62 for a model lesson focused on setting(s). • Character Cards ➤ Where Cards for setting ideas to use during activities, games, and dramas.
Tension Being aware of, identifying, and portraying factors that contribute to a sense of mystery or tension in a drama; using audio, visual, and/or technological aids and stage effects to heighten tension or suspense and produce specific audience reactions.	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms for definitions of drama vocabulary related to this element of drama. • Teaching Strategies ➤ Sample Classes ➤ School Subjects #61 for a model lesson focused on plot (conflict). • Index of Games ➤ Drama Categories ➤ Storytelling for activities to explore story structure, tension, and plot. • Character Cards for story scenarios, character emotions and details.
Focus and Emphasis Being aware of and identifying the main idea or theme of the drama; using drama conventions, devices, and effects to communicate or draw audience attention to specific aspects of the drama (e.g., emotions, themes, characters)	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms for definitions of drama vocabulary related to this element of drama. • Index of Games ➤ Grade Levels to find activities appropriate for different ages/grade levels to explore themes. • Teacher Talk ➤ Evaluation Questions for model questions related to themes, concepts, and topics for drama. • Index of Games ➤ Drama Skills ➤ Stage Skills for activities to explore staging and communicating to the audience.

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THE ACHIEVEMENT CHART (Assessment criteria for grades 1-8)	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
KNOWLEDGE AND UNDERSTANDING	
<i>Knowledge of content (e.g., facts, genres, terms, definitions, techniques, elements, principles, forms, structures, conventions)</i>	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary, genres, forms, and elements. • Drama Skills to learn the skills of creative expression in drama. • Character Cards for elements of character and story creation. • Philosophy ➤ Definitions for definitions of drama disciplines that make up theatre arts.
<i>Understanding of content (e.g., facts, genres, terms, definitions, techniques, elements, principles, forms, structures, conventions)</i>	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary, genres, forms, and elements. • Drama Skills to learn the skills of creative expression in drama. • Character Cards for elements of character and story creation. • Teacher Talk ➤ Evaluation Questions for examples of questions that probe for reflection and understanding.
THINKING	
<i>Use of planning skills (e.g., formulating questions, generating ideas, gathering information, focusing research, outlining, organizing an arts presentation or project, brainstorming/bodystorming, blocking, sketching, using visual organizers, listing goals in a rehearsal log, inventing notation)</i>	<ul style="list-style-type: none"> • Index of Games ➤ Ensemble/Team ➤ Assembly Line, Build A Machine, Comic Strip Story, Gizmos and Gadgets, Human Clay, Radio, Story Circle, and Tableaux/Photograph for games to rehearse and perform. • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary related to blocking and staging. • Instructions ➤ Printable Pages ➤ Charts and Posters ➤ Stage Map for blocking visual aid.
<i>Use of processing skills (e.g., analysing, evaluating, inferring, interpreting, editing, revising, refining, forming conclusions, detecting bias, synthesizing)</i>	<ul style="list-style-type: none"> • Teacher Talk ➤ Evaluation Questions for examples of questions that probe for reflection and understanding. • Teacher Talk ➤ Evaluation Questions ➤ Constructive Feedback for methods of promoting deeper analysis. • Index of Games ➤ Grade Levels/Ages to find age-appropriate games using creative thinking and processing. • Arts Standards ➤ Assessment for resources to help with assessment and evaluation.

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<p><i>Use of critical/creative thinking processes (e.g., creative and analytical processes, design process, exploration of the elements, problem solving, reflection, elaboration, oral discourse, evaluation, critical literacy, metacognition, invention, critiquing, reviewing)</i></p>	<ul style="list-style-type: none"> • Index of Games ➤ Grade Levels/Ages to find age-appropriate games using creative thinking and processing. • Index of Games ➤ Drama Skills to find games that develop the elements of creative expression in drama. • Character Cards for 440 quick-pick ideas for creative expression and story creation. • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary and tips on teaching terminology. • Teacher Talk ➤ Evaluation Questions for examples of questions that probe for reflection and analysis. • Arts Standards ➤ Assessment for resources to help with assessment and evaluation.
<p>COMMUNICATION</p>	
<p><i>Expression and organization of ideas and understandings in drama (e.g., expression of ideas and feelings using visuals, movements, the voice, gestures, phrasing, techniques), and in oral and written forms (e.g., clear expression and logical organization in critical responses to art works and informed opinion pieces)</i></p>	<ul style="list-style-type: none"> • Index of Games ➤ Drama Skills to find games that develop the elements of creative expression in drama. • Instructions ➤ Glossary of Terms for definitions of drama terms that can be used in speaking/writing about drama. • Teacher Talk ➤ Evaluation Questions for discussion and writing prompts for reflection and analysis. • Arts Standards ➤ Assessment for resources to help with assessment and evaluation. • Character Cards for 440 quick-pick ideas for creative expression, story creation, and visual aids.
<p><i>Communication for different audiences (e.g., peers, adults, younger children) and purposes through drama (e.g., drama presentations, visual arts exhibitions, media installations, dance and music performances) and in oral and written forms (e.g., debates, analyses)</i></p>	<ul style="list-style-type: none"> • Index of Games ➤ Drama Skills ➤ Speech and Stage Skills for games to help with performing for an audience. • Instructions ➤ Glossary of Terms for definitions of drama terms that can be used in speaking/writing about drama. • Teacher Talk ➤ Evaluation Questions for discussion and writing prompts for reflection and analysis. • Character Cards for 440 quick-pick ideas for creative expression, character detail, and story creation.
<p><i>Use of conventions in drama (e.g., allegory, narrative or symbolic representation, style, articulation, drama conventions, choreographic forms, movement vocabulary) and arts vocabulary and terminology in oral and written forms</i></p>	<ul style="list-style-type: none"> • Index of Games ➤ Drama Disciplines to find games that relate to various forms and conventions. • Instructions ➤ Glossary of Terms for definitions of theatre terms, conventions, genres, and styles. • Teacher Talk ➤ Evaluation Questions for discussion and writing prompts for reflection and analysis.
<p>APPLICATION</p>	
<p><i>Application of knowledge and skills (e.g., performance skills, composition, choreography, elements, principles, processes, technologies, techniques, strategies, conventions) in familiar</i></p>	<ul style="list-style-type: none"> • Index of Games ➤ Drama Disciplines to find games that relate to various forms and conventions. • Index of Games ➤ Drama Skills to find games that develop the elements of creative expression in drama.

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<p><i>contexts (e.g., guided improvisation, performance of a familiar work, use of familiar forms)</i></p>	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary and tips on teaching terminology. • Character Cards for 440 quick-pick ideas for creative expression, character detail, and story creation. • Teaching Strategies to learn how to plan for and lead lessons that maximize engagement and learning.
<p><i>Transfer of knowledge and skills (e.g., concepts, strategies, processes, techniques) to new contexts (e.g., a work requiring stylistic variation, an original composition, student-led choreography, an interdisciplinary or multidisciplinary project)</i></p>	<ul style="list-style-type: none"> • Index of Games to find creative activities by 70 different topics, skills, learning styles, and grade levels. • Instructions ➤ Glossary of Terms for definitions of theatre vocabulary and tips on teaching terminology. • Character Cards for 440 quick-pick ideas for creative expression, character detail, and story creation. • Index of Games ➤ School Subjects to find games that integrate with other subjects and the other arts.
<p><i>Making connections within and between various contexts (e.g., between the arts; between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects)</i></p>	<ul style="list-style-type: none"> • Index of Games ➤ School Subjects to find games that integrate with other subjects and the other arts. • Instructions ➤ Glossary of Terms for definitions of theatre and literary vocabulary (connection to literacy.) • Drama Skills to understand the elements of creative expression in drama and connect to school and life skills. • Character Cards for quick-pick ideas for vocabulary building in language arts (nouns, verbs, and adjectives).

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Specific Expectations Grade 1		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
B1.1	Engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places	• Index of Games > Grade Levels > Primary • Character Cards	✓	✓
B1.2	Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played	• Index of Games > Drama Skills > Characterization • Character Cards	✓	✓
B1.3	Plan and shape dramatic play by building on the ideas of others, both in and out of role	• Index of Games > Drama Skills > Cooperation/Collaboration • Character Cards	✓	✓
B1.4	Communicate feelings and ideas to a familiar audience (<i>e.g., classmates</i>) using a few simple visual or technological aids to support and enhance their drama work	• Lesson Plan Elements > The Props • Index of Games > School Subjects > Music and Visual Arts • Index of Games > Drama Categories > Puppetry and Mask Theatre	✓	✓
B2.1	Express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story	• Teacher Talk > Evaluation Questions • Index of Games > Drama Categories > Storytelling • Character Cards	✓	✓
B2.2	Demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning	• Index of Games > Drama Skills > Characterization • Teacher Talk > Evaluation Questions	✓	✓
B2.3	Identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members	• Teacher Talk > Evaluation Questions > Constructive Feedback • Teaching Strategies > Teaching Audience Etiquette	✓	
B3.1	Identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community	• Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Primary	✓	✓
B3.2	Demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world	• Index of Games > School Subjects > Social Studies • Character Cards	✓	✓

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Specific Expectations Grade 2		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
B1.1	Engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places	<ul style="list-style-type: none"> • Index of Games > Grade Levels > Primary • Character Cards • Index of Games > Drama Categories > Storytelling 	✓	✓
B1.2	Demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Characterization • Character Cards 	✓	✓
B1.3	Plan and shape the direction of a dramatic play or role play, building on their own and others' ideas both in and out of role, with support	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Cooperation/Collaboration • Character Cards 	✓	✓
B1.4	Communicate feelings and ideas to a familiar audience (<i>e.g., classmates</i>) using several simple visual or technological aids to support and enhance their drama work	<ul style="list-style-type: none"> • Lesson Plan Elements > The Props • Index of Games > School Subjects > Music and Visual Arts • Index of Games > Drama Categories > Puppetry and Mask Theatre 	✓	✓
B2.1	Express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions • Index of Games > Drama Categories > Storytelling • Character Cards 	✓	✓
B2.2	Identify, using drama terminology, the elements and conventions of drama used in shared drama experiences and theatre and describe how they help communicate ideas and feelings and create interest	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions 	✓	✓
B2.3	Identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions > Constructive Feedback • Teaching Strategies > Teaching Audience Etiquette 	✓	
B3.1	Identify and describe a variety of drama and theatre forms they experience in their home, school, and community, and in the media	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Primary 	✓	✓
B3.2	Demonstrate an awareness of some drama and theatre traditions of communities around the world	<ul style="list-style-type: none"> • Instructions > Glossary of Terms 	✓	✓

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Specific Expectations Grade 3		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
B1.1	Engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places	<ul style="list-style-type: none"> • Index of Games > Grade Levels > Primary • Character Cards • Index of Games > Drama Categories > Storytelling 	✓	✓
B1.2	Demonstrate an understanding of how the element of time and place can support the development of role	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Characterization • Character Cards 	✓	✓
B1.3	Plan and shape the direction of a dramatic play or role play by building on their own and others' ideas, both in and out of role	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Cooperation/Collaboration • Character Cards 	✓	✓
B1.4	Communicate feelings and ideas to a familiar audience (<i>e.g., classmates</i>) using audio, visual, and/or technological aids to support or enhance their drama work	<ul style="list-style-type: none"> • Lesson Plan Elements > The Props • Index of Games > School Subjects > Music and Visual Arts • Index of Games > Drama Categories > Puppetry and Mask Theatre 	✓	✓
B2.1	Express thoughts, feelings, and ideas about a variety of drama experiences and performances	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Primary • Character Cards 	✓	✓
B2.2	Describe, using drama terminology, how elements and conventions of drama are used to shape their own and others' work	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions 	✓	✓
B2.3	Identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions > Constructive Feedback • Teaching Strategies > Teaching Audience Etiquette 	✓	✓
B3.1	Identify some distinct stylistic features of a few drama and theatre forms they experience in their home, school, and community, and in the media	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Primary 	✓	✓
B3.2	Demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world	<ul style="list-style-type: none"> • Instructions > Glossary of Terms 	✓	✓

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Specific Expectations Grade 4		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
B1.1	Engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places	<ul style="list-style-type: none"> • Index of Games > Grade Levels > Elementary • Character Cards • Index of Games > Drama Categories > Storytelling 	✓	✓
B1.2	Demonstrate an understanding of the element of role by selectively using a few other elements of drama	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Characterization • Character Cards 	✓	✓
B1.3	Plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Cooperation/Collaboration • Character Cards 	✓	✓
B1.4	Communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work	<ul style="list-style-type: none"> • Lesson Plan Elements > The Props • Index of Games > School Subjects > Music and Visual Arts • Index of Games > Drama Categories > Puppetry and Mask Theatre 	✓	✓
B2.1	Express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Elementary • Character Cards 	✓	✓
B2.2	Explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions 	✓	
B2.3	Identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions > Constructive Feedback • Teaching Strategies > Teaching Audience Etiquette 	✓	✓
B3.1	Identify and describe some similarities in the purposes of process drama and more formal, traditional theatre productions	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Elementary 	✓	✓
B3.2	Demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts	<ul style="list-style-type: none"> • Instructions > Glossary of Terms 	✓	✓

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Specific Expectations Grade 5		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
B1.1	Engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places	<ul style="list-style-type: none"> • Index of Games > Grade Levels > Elementary • Character Cards • Index of Games > Drama Categories > Storytelling 	✓	✓
B1.2	Demonstrate an understanding of the element of role by selectively using some other elements of drama (<i>e.g., time and place, relationship</i>), to build belief in a role and establish its dramatic context	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Characterization • Character Cards 	✓	✓
B1.3	Plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Cooperation/Collaboration • Character Cards 	✓	✓
B1.4	Communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to achieve specific dramatic effects	<ul style="list-style-type: none"> • Lesson Plan Elements > The Props • Index of Games > School Subjects > Music and Visual Arts • Index of Games > Drama Categories > Puppetry and Mask Theatre 	✓	✓
B2.1	Express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Elementary • Character Cards 	✓	✓
B2.2	Explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others' drama works	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions 	✓	✓
B2.3	Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions > Constructive Feedback • Teaching Strategies > Teaching Audience Etiquette 	✓	
B3.1	Describe forms of process drama, theatre, storytelling, and visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions • Index of Games > Drama Categories > Storytelling • Index of Games > School Subjects > Social Studies 	✓	✓
B3.2	Demonstrate an understanding of the broader world of drama and theatre by identifying and describing the roles and responsibilities of key theatre personnel	<ul style="list-style-type: none"> • Instructions > Glossary of Terms > Jobs of Theatre 	✓	✓

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Specific Expectations Grade 6		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
B1.1	Engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places	<ul style="list-style-type: none"> • Index of Games > Grade Levels > Elementary • Character Cards • Index of Games > Drama Categories > Storytelling 	✓	✓
B1.2	Demonstrate an understanding of the element of role by selectively using other elements (<i>e.g., time and place; relationship; tension</i>) to build belief in a role and establish its dramatic context	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Characterization • Character Cards 	✓	✓
B1.3	Plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Cooperation/Collaboration • Character Cards 	✓	✓
B1.4	Communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer	<ul style="list-style-type: none"> • Lesson Plan Elements > The Props • Index of Games > School Subjects > Music and Visual Arts • Index of Games > Drama Categories > Puppetry and Mask Theatre 	✓	✓
B2.1	Express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Elementary • Character Cards 	✓	✓
B2.2	Identify a favorite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Arts Standards > Assessment • Teacher Talk > Evaluation Questions > Constructive Feedback • Teacher Talk > Evaluation Questions 	✓	✓
B2.3	Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions > Constructive Feedback • Teaching Strategies > Teaching Audience Etiquette 	✓	
B3.1	Demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions • Index of Games > School Subjects > Social Studies 	✓	✓
B3.2	Identify and describe key contributions drama and theatre make to the community	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Philosophy > Benefits of Drama Education 	✓	✓

Alignment With Curriculum Expectations for Ontario, Canada

The Ontario Arts Curriculum 2009, Grades 1-8 Drama

Specific Expectations Grade 7		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
B1.1	Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities	<ul style="list-style-type: none"> • Index of Games > Grade Levels > Older: Middle School • Index of Games > Drama Categories > Storytelling • Character Cards 	✓	✓
B1.2	Demonstrate an understanding of the elements of drama by selecting and combining elements and conventions to create dramatic effects	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Index of Games > Drama Categories > Directing 	✓	✓
B1.3	Plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Cooperation/Collaboration • Character Cards 	✓	✓
B1.4	Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience	<ul style="list-style-type: none"> • Lesson Plan Elements > The Props • Index of Games > School Subjects > Music and Visual Arts • Index of Games > Drama Categories > Puppetry and Mask Theatre 	✓	✓
B2.1	Construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions • Character Cards • Index of Games > Grade Levels > Older: Middle School 	✓	✓
B2.2	Analyze and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Arts Standards > Assessment • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Older: Middle School 	✓	✓
B2.3	Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions > Constructive Feedback • Teaching Strategies > Teaching Audience Etiquette 	✓	
B3.1	Compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions • Index of Games > School Subjects > Social Studies 	✓	✓
B3.2	Identify and describe several ways in which drama and theatre (<i>e.g., street festivals, film festivals, theatre festivals, local theatre groups</i>) contribute to contemporary social, economic, and cultural life	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Philosophy > Benefits of Drama Education 	✓	✓

Alignment With Curriculum Expectations for Ontario, Canada

The Ontario Arts Curriculum 2009, Grades 1-8 Drama

Specific Expectations Grade 8		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
B1.1	Engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities	<ul style="list-style-type: none"> • Index of Games > Grade Levels > Older: Middle School • Index of Games > Drama Categories > Storytelling • Character Cards 	✓	✓
B1.2	Demonstrate an understanding of the elements of drama by selecting and manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Index of Games > Drama Categories > Directing • Index of Games > Drama Skills > Cooperation/Collaboration 	✓	✓
B1.3	Plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Cooperation/Collaboration • Character Cards 	✓	✓
B1.4	Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for specific purposes and audiences	<ul style="list-style-type: none"> • Lesson Plan Elements > The Props • Index of Games > School Subjects > Music and Visual Arts • Index of Games > Drama Categories > Puppetry and Mask Theatre 	✓	✓
B2.1	Construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Older: Middle School 	✓	✓
B2.2	Evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Arts Standards > Assessment • Teacher Talk > Evaluation Questions • Index of Games > Grade Levels > Older: Middle School 	✓	✓
B2.3	Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members	<ul style="list-style-type: none"> • Teacher Talk > Evaluation Questions > Constructive Feedback • Teaching Strategies > Teaching Audience Etiquette 	✓	
B3.1	Analyze the influence of the media on a wide variety of drama forms and/or styles of live theatre	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Teacher Talk > Evaluation Questions 	✓	✓
B3.2	Identify and describe a wide variety of ways in which drama and theatre make or have made contributions to social, cultural, and economic life in a variety of times and places	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Philosophy > Benefits of Drama Education 	✓	✓