

Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Drama II

Course Number: 00051

Course Prerequisites: Successful completion of Drama I

Course Description:

This course is a continuation and enhancement of the basics of theater taught in Drama I with the addition of original sketches and plays designed and produced by the student. This course will culminate with student productions.

Suggested Grade Level: 10-12

Length of Course: X One Semester Two Semesters Other (Describe)

Units of Credit: .5 (Insert *NONE* if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s): CSPG 42

Certification verified by WCSD Human Resources Department:

 X Yes No

Board Approved Textbooks, Software, Materials:

Title: The Stage and School

Publisher: Glencoe

ISBN #: 0-02-817-234-5

Copyright Date: 1998

Date of WCSD Board Approval:

Suggested course outline:

- I. Theater Elements/Literary Elements
- II. Make-up
- III. Student Initiated Extemporaneous Performances
- IV. Skit Production
- V. Production of a Final Project

BOARD APPROVAL:

Date Written: July 13, 2017

Date Approved: September 1, 2017

Implementation Year: 2017-2018

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Assessment Anchor and Anchor Descriptor: 1.3 Reading Literature Students read and respond to works of literature —with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
PA Core Standard: CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts CC.1.3.11–12.J	Eligible Content: Not state assessed.

<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	
<p>Assessment Anchor and Anchor Descriptor: 1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p>PA Core Standard:</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content</p>	<p>Eligible Content:</p> <p>Not state assessed.</p>
<p>Assessment Anchor/Descriptor: 1.4 Writing—Text Types and Purposes— Narrative Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	

<p>PA Core Standard: CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. CC.1.4.9-10.O Use narrative techniques, such as dialogue, description, reflection, and multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. •Use parallel structure. •Use various types of phrases and clauses to convey specific meanings and add variety and interest. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Eligible Content: Not state assessed</p>
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See Curriculum Map - <Drama II>

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Student presentations/projects
- Open-ended response
- Extemporaneous performances
- Skit production

Suggested Summative Assessments:

- Original dramatic piece
- Stage and produce a dramatic presentation

- Portfolio

District Approved Assessment Instruments

- Any district approved assessment instrument

Portfolio Assessment: _____ Yes X No

District-wide Final Examination Required: _____ Yes X No

Course Challenge Assessment (Describe): None

WRITING TEAM:

Tiffany Mandeville with input from teachers across the district.

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? X Yes _____ No
2. Does this course issue a mark/grade for the report card?
 X Yes _____ No
3. Does this course issue a Pass/Fail mark? _____ Yes X No
4. Is the course mark/grade part of the GPA calculation?
 X Yes _____ No
5. Is the course eligible for Honor Roll calculation? X Yes _____ No
6. What is the academic weight of the course?
_____ No weight/Non credit X Standard weight
_____ Enhanced weight (Describe) AP