

# Seymour Public Schools Curriculum

## The Play is the Thing

This semester course is an introduction to the art of drama and theatre. Students study selected plays that are representative of important playwrights and historical periods. These plays are studied in their historical context and provide a basis for understanding elements and styles of drama. Theatre production will also be explored by considering the functions of actors, audiences, designers, playwrights and technicians.

# Seymour Public Schools Curriculum

Grade: 11-12	<b>Subject:</b> The study of classic and contemporary drama
CCSS	<b>Reading Literature</b> <b>Writing</b> <b>Speaking and Listening</b> <b>Language</b>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>• Drama holds up a mirror to society and helps us to examine the issues.</li> <li>• Collaboration and responsibility are essential to the creative process.</li> <li>• Process is a fundamental requirement in revealing meaning and constructing product.</li> <li>• Reflection brings understanding of the self, the art form, and society.</li> <li>• Technology enhances and supports dramatic process and product.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can we examine societal issues through analysis of dramatic works?</li> <li>• What is the creative process?</li> <li>• How is collaboration important to the creative process?</li> <li>• What can we learn about ourselves and our society through the study of both classic and contemporary drama?</li> <li>• What differences can be found in classic and contemporary dramatic production?</li> <li>• How does technology enhance current dramatic productions?</li> </ul>
<b>Content Standard:</b>	<b>RL 11-12.2; 3; 4; 7; 9;</b> <b>W 11-12.1d; 1e; 2a-f;</b> <b>SL 11-12.1a-d; 3; 4; 5; 6;</b> <b>L 11-12.1a; 1b; 2a; 2b; 3; 4a-d; 5a; 5b</b>
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• <b>The students will:</b></li> <li>• Discuss the origin and development of the theatre from its beginnings to the present.</li> </ul>

# Seymour Public Schools Curriculum

<b>(Student outcomes)</b>	<ul style="list-style-type: none"> <li>• Discuss the theatre's influence and importance in human culture.</li> <li>• Compare and contrast plays and theatre practices from different time periods and cultures.</li> <li>• Analyze the artistic choices and techniques used to transform a written dramatic script into a performed work presented to an audience.</li> <li>• Use the critical analysis process to reflect on and evaluate dramatic works and activities.</li> <li>• Demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities.</li> <li>• Identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career context.</li> <li>• Expand their vocabulary in order to communicate and understand ideas effectively.</li> <li>• Apply the conventions of standard written English to communicate intended meaning.</li> <li>• Revise and edit written work for organization, clarity, and accuracy.</li> </ul>	
<b>Strategies/Modes (examples)</b>	<b>Materials/Resources (examples)</b>	<b>Assessments (examples)</b>
<ol style="list-style-type: none"> <li>1. K-W-L, K-W-L Plus, B-K-W-L-Q</li> <li>2. Skimming and Scanning</li> <li>3. List-Group-Label</li> <li>4. Book Pass</li> <li>5. Text Structures and Support</li> <li>6. Developing Questions for Reading: Concept Ladder</li> <li>7. Word Study: Developing Content Vocabulary</li> <li>8. Book in a Day</li> <li>9. Word Study: How to Learn Content Vocabulary Through Context</li> <li>10. Admit Slip: Establishing a Purpose for Reading</li> <li>11. Anticipating Content: Here and Now, Predict-o-Gram, Story Impressions</li> <li>12. Anticipation Guide</li> <li>13. Reciprocal Teaching</li> <li>14. DR-TA (Directed Reading-Thinking Activity)</li> <li>15. REAP</li> <li>16. Learning Logs</li> <li>17. Compare/Contrast: Discovering Patterns</li> </ol>	<p><b><i>The Compact Bedford Introduction to Drama</i></b> by Lee A. Jacobus. Bedford St Martins. 2013.</p>	<ul style="list-style-type: none"> <li>• Various homework assignments, quizzes, test, and optional assessments.</li> <li>• School wide benchmark assessments (2)</li> <li>• Final Exam</li> <li>• Students will create 3 written responses to drama:             <ol style="list-style-type: none"> <li>1. Reader Response Criticism</li> <li>2. Close Analytical Reading</li> <li>3. A review of a classic or new play</li> </ol> </li> </ul> <p style="text-align: center;">(Each as described on pp 1073 – 1083 of The Compact Bedford text.)</p>

# Seymour Public Schools Curriculum

<ul style="list-style-type: none"> <li>18. Questions Game</li> <li>19. TAG (Textbook Activity Guide)</li> <li>20. ReQuest</li> <li>21. Cornell Note-Taking</li> <li>22. QAR (Question-Answer Relationship)</li> <li>23. Academic Notebooks: Writing to Learn</li> <li>24. RAFT Writing (Role, Audience, Format, Topic)</li> <li>25. Text Highlighting</li> <li>26. SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If, Next)</li> <li>27. Test-Taking Strategies</li> <li>28. PORPE (Predict, Organize, Rehearse, Practice, Evaluate)</li> <li>29. Inquiry and Research: I-Charts</li> <li>30. GIST (Generating Interactions Between Schemata and Texts)</li> <li>31. Homework</li> <li>32. Exclusion Brainstorming</li> <li>33. Exit Slips</li> </ul>		