

Passaic County Technical Institute



Drama
Curriculum Guide
2012

Developed by: Laura Martin

This curriculum may be modified as per individual student's Individualized Education Plan (IEP)

I. DESCRIPTION

Drama is a half-year course which places an emphasis on play reading and the acting out of plays. This course will include a large practical component including making and performing drama. There will also be a written component, including appreciating of drama which will look at drama history and reflection. Students will gain an ability to read and understand a variety of plays including Greek Tragedies and Shakespeare. This course will provide opportunities to explore social, cultural, ethical and spiritual beliefs.

II. COURSE OBJECTIVES/OUTLINE

A. OBJECTIVES

1. Explain the difference between plays and other forms of literature. RL.9-10.3
2. Define various genres. RL.9-10.4
3. Explain the basic structure of a play. RL. 9-10.2.
4. Define and list the characteristics of several periods in theatre history. RL.9-10.10
5. Understand the basics of critical thought and analysis. RL.9-10.1.
6. Show how drama influences, and is influenced by, society and culture. RL 9-10.9.
7. Interact as a created character in improve scenes. W.9-10.3
8. Analyze and preform a monologue. RL.9-10.6. W. 9-10.3.
9. Support a position integrating multiple perspectives
10. Analyze, evaluate, and modify group process RL. 9-10.3.
11. Understand the components of a well-made play. RL. 9-10.5
12. Gain structural analysis.RL.9-10.5
13. Understand, develop and communicate ideas and information. SL.9-10.1.
14. Work collaboratively with others to achieve individual and collective goals. SL.9-10.1
15. Work individually on scene writing and creation of a play that will be performed for the class. W.9-10.2, W.11-12.4, W.11-12.5.
16. Become aware of the relationship between voice and character. RL.9-10.5.
17. Identify, asses and apply personal reading strategies that were most effective in previous learning from a variety of text. RL.11-12.6.
18. Interpret how literature devices affect reading emotions and understanding RL.9-10.10
19. Distinguish between essential and nonessential information. RL11-12.5
20. Analyze how an author's use of words creates tone and mood, and how choice of words advances the purpose of the work. RL.11-12.4
22. Explore and reflect on ideas while hearing and focusing attentively. SL.9-10.3
23. Listen to, summarize, make judgments and evaluate SL.9-10.1.
24. Understand that messages are representations of social reality and vary by historic time periods and parts of the world. RL 9-10.6
25. Identify and select media forms appropriate for viewer's purpose. SL.9-10.5.
26. Compare and contrast media sources. SL.9-10.5.
27. Compare and contrast two plays. RL. 11-12.7.

B. OUTLINE

- I. Introduction to Drama
 - A. Background of Greek Drama
 - B. Sophocles
 - C. Euripides
 - D. Aescylus
- II. Greek Tragedies
 - A. Introduction to Greek history and writing
 - B. Oedipus
 - 1. Re-write Modernization of Oedipus
 - 2. Act out Modernization
 - C. Othello
- III. Monologues
 - A. Write a Monologue
 - B. Edit Monologue using Dramatic Technique
 - C. Presentation
 - D. Critique
- IV. Improv
 - A. View Examples of Improv
 - B. Improv Activities
- V. Play Reading
 - A. West Side Story
 - B. 10 Things I Hate About You (Taming of the Shrew)
- VI. Performing
 - A. Critique Basics
 - B. Revising of One Act Plays (From Creative Writing)
 - C. Rehearsal
 - D Final Performance
- VII. Review
 - A. Cumulative Review
 - B. Final Exam

III. METHODS OF STUDENT EVALUATION

Students are evaluated using the following criteria:

- A. Class participation
- B. Attendance
- C. Homework
- D. Presentations
- E. Class Activities
- F. Tests
- G. Quizzes
- H. Projects

VII. PACING CHART

MP 1	Week 1	Week 2	Week 3	Week 4	Week 5
	Into to Drama- Background of Greek Drama Sophocles	Greek Tragedies- Euripides Euripides Aesyculus	Greek Tragedies- Oedipus	Greek Tragedies- Rewrite Oedipus preform	Greek Tragedies- Othello and Media
	Week 6	Week 7	Week 8	Week 9	Week 10
	Monologues- Write monologue	Monologues- Edit	Monologues- Present and critique	Improv- View	Improv- Improv activities
MP 2	Week 11	Week 12	Week 13	Week 14	Week 15
	Improv- Improv activities	West Side Story	West Side Story	West Side Story	10 Things I Hate About You
	Week 16	Week 17	Week 18	Week 19	Week 20
	10 Things I Hate About You	10 Things I Hate About You	Preforming One Act Play	Preforming One Act Play	Review/Final Exam

VIII. STUDENT HANDOUT**Course Description**

Drama is a half-year course which places an emphasis on play reading and the acting out of plays. This course will include a large practical component consisting of making and performing drama. There will also be a written component, including appreciating drama, which will look at drama theory, history and reflection. Students will gain an ability to read and understand a variety of plays including Greek Tragedies and Shakespeare. This course will provide opportunities to explore social, cultural, ethical and spiritual beliefs.

Upon completion of Drama students will be able to:

1. Explain the basic structure of a play.
2. Explain the difference between plays and other forms of literature.
3. Define various genres.
4. Define and list the characteristics of several periods in theatre history.
5. Understand the basics of critical thought and analysis.
6. Show how drama influences, and is influenced by, society and culture.
7. Interact as a created character in improv scenes.
8. Analyze and perform a monologue.
9. Support a position integrating multiple perspectives
10. Analyze, evaluate, and modify group process
11. Understand the components of a well-made play.
12. Gain structural analysis.
13. Understand, develop and communicate ideas and information.
14. Work collaboratively with others to achieve individual and collective goals.
15. Work individually on scene writing and creation of a play that will be performed for the class.
16. Become aware of the relationship between voice and character.
17. Identify, assess and apply personal reading strategies that were most effective in previous learning from a variety of text.
18. Interpret how literature devices affect reading emotions and understanding
19. Distinguish between essential and nonessential information.
20. Analyze how an author's use of words creates tone and mood, and how choice of words advances the purpose of the work.
21. Explore and reflect on ideas while hearing and focusing attentively.
22. Listen to, summarize, make judgments and evaluate
23. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
24. Identify and select media forms appropriate for viewer's purpose.
25. Compare and contrast media sources.
26. Compare and contrast two plays.

IX. TEXTBOOK / INSTRUCTIONAL MATERIALS EVALUATION FORMS

Title Greek Drama

Subject Drama

Publisher Bantam Books

Date of Publication 2006

Intended Grade(s) 10-12

Evaluator(s) Laura Martin

	Excellent	Acceptable	Unacceptable	Not Applicable
I. General Characteristics				
A. Current publication date.		X		
B. Attractive appearance enriched with up-to-date illustrations.		X		
C. Written in clear, concise form.		X		
D. Reasonable cost.	X			
II. Physical and Mechanical Features, Illustrations				
A. Appropriate for information, interest & grade level	X			
B. Tables, graphs, and charts.				X
III. Philosophy				
A. Acceptable.	X			
B. Promotes a positive self-image for all social groups, and individuals depicted.		X		
C. Depicts all types of social groups, including minorities, in many different settings.		X		
D. Treats controversial issues factually and in a scholarly manner.	X			
A. Stresses equal rights and responsibilities for all.		X		
B. When appropriate, supports values such as honesty, responsibility, and respect.		X		
C. Uses current learning principles and psychological developments.		X		
IV. Organization of Material				
A. Organizes material clearly and logically.		X		
B. Provides continuity throughout.		X		
C. Provides for individual differences in learners.		X		
V. Objectives				
A. States general objectives of the textbook (in teacher's edition).				X
B. States specific objectives of the textbook (in teacher's edition).				X
C. Problems, exercises, and tests directly or indirectly develop the main objectives.				X
VI. Subject-Matter Content				
A. Fulfills most objectives of the course.		X		
B. Contains current material.		X		
C. Presents material correctly and truthfully.		X		
D. Presents historical facts accurately.		X		
E. Develops and presents material in an interesting manner.		X		
F. States main ideas and expands on them.				X

	Excellent	Acceptable	Unacceptable	Not Applicable
G. Provides sufficient coverage of the subject.		X		
H. Uses proper terminology.	X			
I. Defines terms accurately.		X		
J. Interest level suitable for grade level.		X		
K. Adequately presents concepts and skills		X		
L. Provides for individual differences.		X		
VII. Readability				
A. Most of the material estimated to be at or near the appropriate grade level. (Grade level = 10-12)		X		
B. Vocabulary appropriate for grade level.		X		
VIII. Teaching Aids and Supplementary Material				
A. Each lesson, chapter, unit or other subdivision, includes appropriate activities, exercises or drills.				X
B. Includes necessary aids such as workbooks, materials and teacher's guide.				X

Comments: This is a book of Greek plays not a traditional textbook, so some of the rating areas are not applicable.

X. AFFIRMATIVE ACTION CHECKLIST FOR TEXTBOOK ADOPTION

Title Greek Drama **Subject** Drama **Publisher** Bantam Books
Date of Publication 2006 **Intended Grade(s)** 10-12 **Evaluator(s)** Laura Martin

ILLUSTRATIONS	YES	NO	N/A
Do the illustrations promote positive images that students can identify with regardless of Gender, race or ethnicity?	X		
Do the illustrations portray women, minorities and the handicapped as active, contributing members of society?			X
Are males and females presented in non-stereo-typed activities and roles?			X
Are the illustrations free of bias and stereotyping?			X
TEXTUAL CONTENT			
Is there adequate coverage of the contributions of minorities, women and the handicapped where appropriate?	X		
Is all content on matters of race, gender, religion, and ethnicity factual?	X		
Is the language free of sexual, cultural and racial bias?	X		
Does the material provide for diversity in career models that appeal to all students regardless of gender, race or ethnicity?	X		
Do the authors included in an anthology represent a cross section of minorities, males and females?	X		
Is the textbook acceptable in content and compatible with the curriculum?	X		
Is the textbook recommended for adoption?	X		

Comments): This is a book of Greek plays, so of course the authors show how history and mythology factor into Greek tragedy. It is historical writing, so not all of the rating areas apply.