

Planned Course: Theater Arts Unit: Personal Resources Estimated Time: Ongoing		Course Number: E106AH Grade Level: 9-12 Level/Track: Elective		Department: English Date Approved: 08-16-99			
Academic Standards		Skills/Knowledge		Activities		Assessment	
<p>1.6.11 Speaking and Listening</p> <p>A. Listen to others.</p> <p>B. Listen to selections of literature (fiction and/or non fiction).</p> <p>C. Speak using skills appropriate to formal speech situations.</p> <p>D. Contribute to discussions.</p> <p>E. Participate in small and large group discussions and presentations.</p> <p>F. Use media for learning purposes.</p>		<p>The student will be able to identify/define imagination.</p> <p>The student will be able to understand the importance of imagination in theatrical productions.</p> <p>The student will be able to participate in imagination activities.</p> <p>The student will be able to perform with feeling, thought and creativity.</p>		<ul style="list-style-type: none"> <li>• Vocabulary acquisition</li> <li>• Improvisations with imaginative props</li> <li>• Large group creation of imaginary machines with students as the moving parts</li> <li>• Small groups selection of a household machine and each member mimes a part to recreate the machine on stage</li> <li>• Pairs improvisation scenes using only a tag line or an entrance line</li> <li>• Individuals creation of an imaginary story based upon what appears in a classical painting or what is heard in a piece of classical music</li> </ul>		<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Teacher observation</li> <li>• Participation rubrics</li> <li>• Projects</li> <li>• Performances</li> <li>• Student critiques/observations</li> <li>• Written assignments</li> </ul>	
<p>1.3.11 Reading, Analyzing and Interpreting Literature</p> <p>A. Read and understand works of literature.</p> <p>F. Read and respond to nonfiction and fiction</p>		<p>The student will be able to define concentration.</p> <p>The student will be able to understand the importance of</p>		<ul style="list-style-type: none"> <li>• Vocabulary acquisition</li> <li>• Production observation/staying in character vocabulary acquisition</li> </ul>		<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Teacher observation</li> <li>• Participation rubrics</li> </ul>	

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<p>including poetry and drama.</p>	<p>concentration in theatrical productions.</p> <p>The student will be able to participate in concentration activities.</p> <p>The student will be able to concentrate on physical detail and recreating it in the classroom/stage setting.</p> <p>The student will be able to demonstrate self-confidence using concentration.</p> <p>The student will be able to work on problem solving activities individually and cooperatively.</p> <p>The student will be able to identify and define observation.</p>	<ul style="list-style-type: none"> <li>• Production observation/staying in character</li> <li>• Large group plays the children’s game “Concentration”</li> <li>• Large group observes a pile of miscellaneous items for 10 seconds; cover pile; see how many items each student can list</li> <li>• One student reads a page of unfamiliar text aloud in class while class heckles reader; at the end of the page, reader must summarize what s/he has read</li> <li>• Pairs determine an argument, decide which side to take, and single-mindedly pursue their purpose in a staged argument</li>   <li>• Vocabulary acquisition</li> <li>• Students form pairs; one partner observes other partner in detail for one</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Performances</li> <li>• Student critiques/observations</li> </ul>
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	<p>The student will be able to understand the importance of observation in theater.</p> <p>The student will be able to participate in observation activities.</p> <p>The student will be able to observe physical detail and recreate it in the class/stage setting.</p>	<p>minute, then closes his/her eyes; observed partner changes five things on his/her person; observer opens eyes and tries to identify the changes</p> <ul style="list-style-type: none"> <li>• Individuals observe simple actions performed every day (e.g. brushing teeth, filling car with gas, applying makeup, etc.) and recreate them in the class/stage setting.</li> <li>• Individuals observe another person (teacher, classmate) and recreate his/her mannerisms for the class (avoid mockery)</li> <li>• Individuals observe a type of animal and recreate the animal's movements and mannerisms for the class</li> <li>• Small groups observe an age group and create a short scene portraying characters of that age group (e.g. children at play, old men at chess, etc.)</li> <li>• Pairs mirror each other's movements</li> </ul>	
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		<p>actions/reactions to various sounds (baby crying extensively, church bells, your favorite music, etc.)</p> <ul style="list-style-type: none"> <li>• Observe and recreate actions/reactions to various types of touch/feelings (handling a china teacup v. a mug, a wineglass v. a canteen, etc.)</li> <li>• View Robin Williams in “Hook” as the lost boys “eat” an imaginary meal; recreate an imaginary meal</li> </ul>	
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