

Crook County School District

where students dream, learn, & succeed



<u>School</u> : Crook County High School		<u>Instructor</u> : Nathaniel Dunaway Rm. 143
<u>Course</u> : Advanced Drama		<u>Email</u> : nathaniel.dunaway@crookcountyschools.org
	Trimester #1	<u>Phone</u> : (541) 416-6900 ext. 3132
☒	Trimester #2	<u>Other Communication Info</u> : Best time to get into contact is from 8-8:50am
	Trimester #3	

Course Description:

This class is an advanced, second-level exploration of theatre and its practices. This is a workshop course in which discussion, collaboration, and engagement are necessary and mandatory. The units in Advanced Drama are Audition, Duo Scenes, Monologue, Group Scenes, Poetry Out Loud, and Performance Final. This class requires participation and engagement in group and individual activities, including acting exercises, scene work, vocal and physical warm ups, games, in-class discussions, readings, and a final project. The class will perform the Tennessee Williams play *The Glass Menagerie* at the end of the trimester.

Completion of Intro to Drama is required to enroll in Advanced Drama.

Learning Standards/Targets:

Course curriculum is based on Oregon High School Theater Standards, Anchor Standards 1, 3, and 4.

TH.1.CR1.HS1

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential

Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

TH.3.CR3.HS1

Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

TH.4.PR1.HS1

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation. Enduring

Understanding: Theatre artists make strong choices to effectively convey meaning. Essential Question:

Why are strong choices essential to interpreting a drama or theatre piece?

Course Materials:

- Texts:
 - *The Glass Menagerie* by Tennessee Williams
 - *Hamlet* by William Shakespeare
 - *Much Ado About Nothing* by William Shakespeare
- Film, Videos/Other Electronic Media:
 - *Come From Away* (2021) not rated
 - *Hamilton* (2020) PG-13
 - *Little Shop of Horrors* (1986) PG-13
 - *12 Angry Men* (1957) not rated
 - *Much Ado About Nothing* (1993) PG-13
- Other (Articles, etc.):
 - Various articles that coincide with the readings and plays/musicals

Notification of the Right to Object to the Use of Material:

CCSD School Board Policy IIA-AR: Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- *See [CCSD Board Policy JFC](#) for more details.*

In my classroom, I expect you to act responsibly and respectfully at all times. Respect for the theatre is very important to me. That includes both the art form and the physical space. When we are in the auditorium together, **students are expected to show respect for their classmates, their teacher, and the space they all share together.** This includes:

- Keeping discussions civil, respectful, and on topic.
- Not interfering with or damaging auditorium property.
- Leaving projects, props, and materials from other theatre classes alone.
- Treating **all** theatrical spaces, from the auditorium to the green room to the tech booth to the props closet, as the important, accepting spaces they are. For more information on the Crook County High School Code of Conduct, please refer to the 2023/2024 CCHS Parent/Student Handbook.

WAYS TO SUCCEED IN THIS CLASS:

- **Show up.**
- **Participate.**
- **Ask questions.**
- **Be positive.**
- **Be yourself.**
- **Take risks! And help create an environment where your classmates feel safe to take risks.**

Grading

Evaluation Criteria & Grading:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- *See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.*

Course grading will be consistent with [CCSD School Board Policy IK-AR](#). Grades may be comprised from scores in any of the following:

- Daily Opener
- Projects
- Presentations
- Quizzes
- Scene Work
- Class Participation

Grading Scale:

A : 100-93 A-: 92-90

B+: 89-88 B: 87-83 B-82-80

C+: 79-78 C: 77-73 C-: 72-70

D: D+69-68 D: 67-60

F: 59-0

For this class, all assessments will be worth 70% of the grade (includes performances and projects) and 30% of the grade will be based on in class work (openers, warm ups, acting exercises, etc). If a student does

not receive the grade that they would like on an assessment, they are able to redo a performance or project as many times as necessary to achieve the grade they are seeking until the end of the midterm or semester. Group work will be assigned individual grades based on individual performance and participation. If you have any questions about this, please feel free to contact me.

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) *Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.*
- 2) **Homework/Daily Work:** *Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.).*
 - All assignments must be completed on or before the due date. You can redo or complete any assignment and resubmit it for additional points.
 - If you are absent, it is your responsibility to make up all assigned work. That includes coming and talking to me, asking for supplies, and reading the instructions.
 - Follow the Student/Parent handbook regarding turning work in on time. It is your responsibility to make up studio time. You can do it during ELO or lunchtime tutoring.
 - If your project requires extra time to be completed, you have to make arrangements with me prior to the due date. This is your responsibility.
 - Even though performance art can be subjective, grading your projects is totally objective: each project has a rubric with specific requirements and guidelines. Just follow them.
 - Unless an assignment specifically requires copying, it will be interpreted in the same manner as plagiarism and is not acceptable.
 - 70% of grade is based on assessments; 30% based on project progression/homework and in-class assignments.