

Crook County School District

where students dream, learn, & succeed



<u>School</u> : CCHS		<u>Instructor</u> : Nathaniel Dunaway
<u>Course</u> : Improv Fall 2024		<u>Email</u> : nathaniel.dunaway@crookcountyschools.org
☐	Trimester #1	<u>Phone</u> : 541-416-6900 x 3132
☒	Trimester #2	<u>Other Communication Info</u> : Prep Period: 8am - 8:50am in Room 143
☐	Trimester #3	
<u>Course Description</u> : This class will introduce students to the techniques and styles of improvisational performance, AKA acting without a script. Through games, scene work, exercises, and performances, students will build a repertoire of skills centered around telling stories completely in the moment. This class is a public speaking course, an acting course, and a comedy course all rolled into one. Students are required to participate in weekly Improv Shows starting halfway through the trimester. You may miss 2 shows before performance absences begin to affect your grade.		
<u>Learning Standards/Targets</u> : ● Collaboration, Creativity, Public Speaking, Confidence Building, Listening. ● Breaking outside of comfort zones to expand understanding of Character, Imagination, Intuition, and Reaction. ● 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?		

Course Materials:

- Texts: N/A
- Film, Videos/Other Electronic Media: *The Secret Life of Walter Mitty, Ansel Adams, Dorothea Lange, Finding Vivian Maier, Rear Window*, Adobe Educational Exchange Youtube Channel videos
- Novels: N/A

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.

- Take care of yourself
- Take care of each other
- Take care of this space

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-A](#). Grades may be comprised from scores in any of the following:

- Participation
- Engagement
- Research
- Performances
- Reflection

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

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 can be subjective, grading your improv 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.