

09_Drama Copied from: Advanced Creative Writing, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **4-6 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- while script formats may be similar, not all stories translate properly into different dramatic forms.
- to bring a creative dramatic work to life, a collaborative team is almost always necessary.
- what a writer does not put into a script is not guaranteed to be interpreted correctly in production.

CONTENT AREA STANDARDS

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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| LA.L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| LA.W.11-12.3.A | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.W.11-12.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| LA.W.11-12.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| LA.W.11-12.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| LA.W.11-12.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| LA.W.11-12.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| LA.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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| CS.K-12.2.a | Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities. |
| TECH.K-12.P.1 | Act as a responsible and contributing community members and employee. |
| TECH.K-12.P.4 | Demonstrate creativity and innovation. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- basic drama vocabulary.
- the differences in formatting for different drama types (film, stage, screen, etc.).
- how to work within the given confines of a particular medium.

Procedural Knowledge

Students will be able to:

- analyze and critique the author's choices craft techniques in dramatic works.
- analyze multiple interpretations of a story--particularly the script vs. performance--to explore how an author conveys a work in writing and how that work is "finished" with other elements and players (actors, directors, musicians, lighting, audience, set design, etc.).
- utilize techniques explored in exemplar pieces to write an original scripts.
- "finish" original pieces by acting, directing, composing music, editing, etc.
- format a script according to standard conventions.
- workshop peer pieces.

EVIDENCE OF LEARNING

Alternate Assessments

- Student Performance
- Dramatization
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

Journal entries, reflections, discussions, group workshops

Summative Assessments

Presentations, original works, projects (graphic novels, videos, performances, articles)

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Excerpts from scripts, films, and performances including: Inception, works by Shakespeare, Death of a Salesman, The Crucible, The Matrix, The Pillowman, Waiting for Godot, A Streetcar Named Desire, A Doll's House, Fences, Our Town, Noises Off, The Odd Couple, Sweeney Todd: The Demon Barber of Fleet Street, West Side Story, The Wizard of Oz, The Sound of Music, Mary Poppins, Grease, Once, Reservoir Dogs, Les Miserables, The Nightmare Before Christmas, Chicago, Dancer in the Dark, Willy Wonka and the Chocolate Factory, Eternal Sunshine of the Spotless Mind, and any of the films and television shows listed in previous units.

INTERDISCIPLINARY CONNECTIONS

Visual Performing Arts: dramatization, cinematic analysis, aesthetic analysis, visual language

Technology/multimedia: educational tech applications

Career Readiness: Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.