

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**English**

<p><b>Mission Statement</b> (6-12)</p>	<p>Our mission is to develop effective communicators who</p> <ul style="list-style-type: none"> <li>• Discover a personal style,</li> <li>• Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources,</li> <li>• And appreciate cultural differences and human universals.</li> </ul>
<p><b>English Language Arts Goals and Standards</b> (from Illinois State Board of Education)</p>	<p>Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.</p> <p><b>STATE GOAL 1:</b> Read with understanding and fluency.</p> <p><b>STATE GOAL 2:</b> Read and understand literature representative of various societies, eras and ideas.</p> <p><b>STATE GOAL 3:</b> Write to communicate for a variety of purposes.</p> <p><b>STATE GOAL 4:</b> Listen and speak effectively in a variety of situations.</p> <p><b>STATE GOAL 5:</b> Use the language arts to acquire, assess and communicate information.</p>
<p><b>Course Sequence</b> (Grades 9-12)</p>	<p><b>Required Courses:</b></p> <p>Grade 9: (One year of the following): English I, English I Honors, or World Studies</p> <p>Grade 10: (One year of the following): English II, English II Honors, or American Studies</p> <p>Grade 11: (One year of the following) English III or Advanced Placement English Literature and Composition</p> <p>Grade 12: (One semester of the following) English IV or English IV Honors</p> <p>Plus one semester of English elective credit selected from the following: Speech I and II, Creative Writing I and II, Structure of the English Language, Composition for Broadcasting, World Literature, Critical Approaches to Film</p>

	<p>Additional general electives available:</p> <ul style="list-style-type: none"><li>Introduction to Mass Media</li><li>Newspaper Production I and II</li><li>Drama Production I and II</li><li>Yearbook Production I and II</li></ul>
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### *Course Framework*

<p><b>Course Title:</b></p> <p><b>Grade Level:</b></p> <p><b>Semesters:</b></p> <p><b>Prerequisite:</b></p>	<p><b>Actors' Workshop</b></p> <p>10, 11, 12</p> <p>One (half year)</p> <p>Drama Workshop I or II with grade of B or higher</p>
<p><b>Course Description</b></p>	<p>Note: This course does not count toward the English Graduation Requirement. It will count as general elective credit.</p> <p>This course is an in-depth study of acting, directing, and technical theatre. Students will build on the fundamentals of theatre and performance. Students will read and analyze full-length plays and create detailed written analysis of staging and characters. Using their minds, bodies and voices, students will expand and refine their own acting skills. They will apply the theoretical concepts they have learned by directing other students in scenes. Students will research history, style and culture to improve the authenticity of the performances. Based on research, they will create lighting, sound, costume and make-up designs. They will learn the responsibilities of a director. Memorization, group work, journaling, written reports and in-class performances are regular features of the class.</p>
<p><b>District-approved Materials and/or Resources</b></p>	<p>Core Text: <i>The Stage and The School, The Book of Scenes for Aspiring Actors</i> and <i>The Book of Cuttings for Acting &amp; Directing</i></p>

## *Unit Frameworks*

<b>Unit of Study</b>	<b>Improvisation</b> <ul style="list-style-type: none"> <li>• Basic Pantomime</li> <li>• Group Scenes</li> <li>• Theatre Games</li> </ul>	<b>Resources That Will Support Instruction</b> <i>The Stage and The School</i> (selected readings and activities from chapters 1-4)
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 25.A.2b Drama: Understand the elements of acting, scripting, speaking, improvising, physical movement, gesture, and picturization (shape, line, and level); the principles of conflict/resolution and theme; and the expressive characteristics of mood and dynamics</li> <li>• 25.A.3b Drama: Understand how the elements of acting, directing, playwriting and designing combine with the principles of tension, rhythm, pattern, unity, balance, repetition and idea to communicate.</li> <li>• 25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts</li> <li>• 26.B.1b Drama: Demonstrate individual skills (e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations</li> <li>• 26.B.2b Drama: Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas</li> <li>• 26.B.3b Drama: Demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre</li> </ul>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Participate in exercises and activities that develop focus, concentration, characterization, dramatic structure, and collaboration</li> <li>• Describe and discuss</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Cooperatively develop and perform basic pantomimes (focusing on keeping objects solid)</li> <li>• Effectively participate in</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Discussion of experiences gained from pantomimes, scenes, and games</li> <li>• Teacher observation</li> <li>• Audience observation</li> <li>• Self observation / evaluation</li> </ul>

	<p>group exercises</p> <ul style="list-style-type: none"><li>• Utilize focus and concentration while playing theatre games</li><li>• Create increasingly complex improvisations that follow the essential rules of improvisation</li></ul>	
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<b>Unit of Study</b>	<b>Scripted Scenes</b> <ul style="list-style-type: none"> <li>• Monologues</li> <li>• Duet Scenes</li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>The Stage and The School</i> (selected readings and activities from chapters 1-4)</li> <li>• <i>The Book of Scenes for Aspiring Actors</i></li> <li>• <i>The Book of Cuttings for Acting &amp; Directing</i></li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 25.A.2b Drama: Understand the elements of acting, scripting, speaking, improvising, physical movement, gesture, and picturization (shape, line, and level); the principles of conflict/resolution and theme; and the expressive characteristics of mood and dynamics</li> <li>• 25.A.3b Drama: Understand how the elements of acting, directing, playwriting and designing combine with the principles of tension, rhythm, pattern, unity, balance, repetition and idea to communicate</li> <li>• 26.A.1b Drama: Understand the tools of body, mind, voice and simple visual/aural media and the processes of planning, practicing and collaborating used to create or perform drama/theatre</li> <li>• 26.A.2b Drama: Describe various ways the body, mind and voice are used with acting, scripting and staging processes to create or perform drama/theatre</li> <li>• 26.B.3b Drama: Demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre</li> <li>• 26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props)</li> </ul>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Develop a character based on a script</li> <li>• Memorize and rehearse a short monologue</li> <li>• Memorize and rehearse a duet scene</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Follow a rehearsal schedule</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Thoughtful questions while creating and rehearsing</li> </ul>

	<ul style="list-style-type: none"><li>• Describe characteristics of a character</li><li>• Describe use of body, mind, and voice to portray character</li><li>• Perform a short monologue</li><li>• Perform a duet scene</li><li>• Write and perform a short scene</li></ul>	<ul style="list-style-type: none"><li>• Observations recorded in journal / notebook</li><li>• Effective collaboration</li></ul>
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<b>Unit of Study</b>	<b>Technical Production</b> <ul style="list-style-type: none"> <li>• Rehearsal Schedule</li> <li>• Stage Setting Design</li> <li>• Costuming Design</li> <li>• Makeup Design</li> </ul>	<b>Resources That Will Support Instruction</b>  <i>The Stage and The School</i> (selected readings and activities from chapters 5-13)
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 26.A.3b Drama: Describe the use of the primary tools (body, mind and voice) and the support tools (costumes, scenery, props, lights, make-up, sound) to convey an idea through acting, playwriting and designing a drama or theatre activity</li> <li>• 25.A.3b Drama: Understand how the elements of acting, directing, playwriting and designing combine with the principles of tension, rhythm, pattern, unity, balance, repetition and idea to communicate</li> <li>• 26.B.3b Drama: Demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre</li> <li>• 26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props)</li> </ul>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Create a floor plan for a scene</li> <li>• Follow a rehearsal schedule</li> <li>• Choose or create a prop or costume piece to communicate characterization and plot</li> <li>• Design makeup, a costume, and / or a stage setting for a performance.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Explain the steps in the rehearsal process</li> <li>• Write brief explanation of use of props and costumes to communicate characterization and plot</li> <li>• Use simple prop and / or costume piece to communicate characterization and plot</li> <li>• Design makeup, a costume,</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Quizzes over technical aspects of theatre</li> <li>• Descriptions in journal / notebook</li> <li>• Drawn design of costume, makeup or set plot</li> </ul>

	and / or a stage setting for a performance such as a scripted scene, lip sync., original character, etc.	
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<b>Unit of Study</b>	<b>Directing</b> <ul style="list-style-type: none"> <li>• Duet scene directed by non-actor</li> <li>• Leading actors to realize director’s vision</li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>The Stage and The School</i> (selected readings and activities from entire text – as necessary for selected scene)</li> <li>• Scenes from various plays as selected by student directors</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas</li> <li>• 26.A.4b Drama: Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production</li> <li>• 26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props)</li> </ul>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Choose a scene appropriate for actors</li> <li>• Design setting and blocking</li> <li>• Work together with actors to determine characterization</li> <li>• Create a rehearsal schedule</li> <li>• Direct actors to create scene – problem solving to create finished performance</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Create a rehearsal schedule</li> <li>• Create a prompt book</li> <li>• Conduct rehearsals</li> <li>• Perform scene</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Journal / notebook</li> <li>• Evaluation sheets</li> <li>• Feedback sheet (actors and audience)</li> </ul>