

**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*

<b>Course Title:</b>	<b>Drama Workshop I and II</b>
<b>Grade Level:</b>	9, 10, 11, 12
<b>Semesters:</b>	One (half year)
<b>Prerequisite:</b>	None
<b>Course Description</b>	<p>Note: This course does not count toward the English Graduation Requirement. It will count as general elective credit.</p> <p>Drama Workshop is an introduction to acting. It can be taken twice for credit (Drama Workshop II). Students will study the fundamentals of theatre and performance. Basic mime and improvisation skills will be developed. Using their minds, bodies, and voices, students create characters and perform scenes and monologues. Memorization, group work, and in-class performances are regular features of this class. In addition to acting, students will study the foundations of technical theatre such as costume, lighting, make-up, and set design.</p>
<b>District-approved Materials and/or Resources</b>	Core Text: <i>The Stage and the School</i>

### *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> <ul style="list-style-type: none"> <li>• <i>The Stage and the School</i> (selected readings and activities from chapters 1-4)</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>• 25.A.4 Drama 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 group exercises</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> </ul>

	<ul style="list-style-type: none"><li>• Utilize focus and concentration while playing theatre games</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>• The Book of Cuttings for Acting &amp; Directing</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> </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> <li>• Perform a memorized monologue</li> <li>• Perform a memorized duet scene</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Follow a rehearsal schedule</li> <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>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Thoughtful questions while creating and rehearsing</li> <li>• Observations recorded in journal / notebook</li> <li>• Effective collaboration</li> <li>• Teacher observation</li> </ul>

<b>Unit of Study</b>	<b>Technical Production</b> <ul style="list-style-type: none"> <li>• Rehearsal Schedule</li> <li>• Stage Settings</li> <li>• Costuming</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 5-13)</li> </ul>
<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> </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> </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> </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> </ul>