

CROW MIDDLE / HIGH SCHOOL - DRAMA (9TH – 12TH)

Instructor: Heather Hohnstein — Room Number 110

Phone: 541-935-2227 best time to reach me: before school, prep. period 11:10 – 12:00 pm, or after school

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Course length: Semester I, 09/2/14—01/30/15

This is an Elected Course

Prerequisite(s): Teacher Approval

Each student must earn six credits in the Electives area to meet graduation requirements.

Course Description: Drama is a course designed to help students explore the world of theater. Students will study the history of theater and dramatic productions as well as types of dramas, theaters, lighting, costuming, set-design, blocking/movement, as well as speaking and acting. This course will have both the academic side as well as the creative and lighthearted side that is inherent in drama!

Common Core State Standards: Go to the Oregon Department of Education website for a complete description of each standard:

<http://www.ode.state.or.us/search/results/?id=53>. For Art standards listed below, go to:

<http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx>

I. Create, Present, And Perform

A. *Create, present and perform works of art.*

1) AR.HS.CP.01 Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art for a variety of purposes.

B. *Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.*

1) AR.HS.CP.02 Explain the choices made in the creative process when combining ideas, techniques, and problem solving to produce one's work, and identify the impact that different choices might have made.

C. *Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one's intent.*

1) AR.HS.CP.03 Create, present and/or perform a work of art by controlling essential elements and organizational principles and describe how well the work expresses an intended idea, mood or feeling.

D. *Evaluate one's own work, orally and in writing.*

1) AR.HS.CP.04 Critique the artistic merit of one's own work using aesthetic criteria, orally and in writing.

II. Aesthetics And Criticism

A. *Apply critical analysis to works of art.*

1) AR.HS.AC.01 Use knowledge of essential elements, organizational principles and aesthetic criteria to explain the artistic merit and aesthetic effect of a work of art.

B. *Respond to works of art and give reasons for preferences.*

1) AR.HS.AC.02 Explain personal preferences for works of art based on an analysis of how the essential elements and organizational principles contribute to the work's artistic merit.

C. *Understand the interrelationships among art forms.*

1) AR.HS.AC.03 Explain the roles of essential elements and organizational principles from various arts disciplines in an integrated work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.

III. Historical And Cultural Perspectives

A. *Understand how events and conditions influence the arts.*

1) AR.HS.HC.01 Explain the influence of events and conditions on an artist's work.

B. *Distinguish works of art from different societies, time periods and cultures.*

1) AR.HS.HC.02 Describe and distinguish works of art from different societies, time periods, and cultures, emphasizing their common and unique characteristics.

C. *Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.*

1) AR.HS.HC.03 Explain how works of art reflect the artist's personal experience, environment, society and culture and apply this knowledge to one's own work.

D. *Understand the place of the arts within, and their influences on, society.*

1) AR.HS.HC.04 Explain the connections among the arts, career opportunities, and quality of life in the context of personal, practical, community and cultural needs.

2) AR.HS.HC.05 Explain the influence of the arts on human behavior, community life and cultural traditions.

Texts: We will work with selections from the textbooks listed below and various dramas and monologues TBA.

If the student or parent deems any selection as inappropriate due to language or content, an alternative piece of literature may be provided.

Literature: Collections Grade 10 & 12

Textbook: The Essential Theater

by Houghton Mifflin Harcourt, Copyright 2015

by Brockett & Ball, Copyright 2004

Classroom Expectations: I expect that your behavior will follow all school rules, and refer to CROW!

Be sure to:

- Store cell phones and I-Pods in your backpack or locker during class. School policy says that a teacher may confiscate these devices for a parent to pick up from the office if you persistently bring them to class. The school / district are not responsible for lost or stolen materials.
- Bring **only water** bottles to class (**no food or candy**). **Gum** will be allowed, however, if it becomes an issue, it will be banned from this classroom!

Plagiarism:

Cheating or plagiarizing (using another’s words or ideas without crediting the source) is not allowed. Plagiarism and/or cheating will result in an automatic “F” for the assignment—not just for you but for the person who allowed you to copy his/her work too. In addition, a parent/teacher/student meeting will be arranged to discuss the issue. A second offense could result in loss of credit for the entire course.

Required Materials: One three ring binder, college ruled notebook paper, pens with blue or black ink, pencils, and an excellent attitude!

Personal Assistance: If you need help with Drama assignments outside of class please make an appointment with me. I am here to help you in any way I can. I will give you every opportunity to succeed in this class.

Safety: If there is a fire drill you will exit the classroom and building and go to the field behind the computer lab until we receive the signal that it is safe to return to the classroom. If there is a lock down situation you will need to remain in the classroom or other secure area in the building until we receive notice that it is safe to leave campus.

Evaluation/Performance Expectations: Grades are determined by points earned through assignments, tests, projects, and discussions. **Every assignment is worth points!** The grade breakdown follows a traditional percentage scale:

100-97%= A+	89-87%= B+	79-77%= C+	69-67%= D+	59-0%= F
96-93%= A	86-83%= B	76-73%= C	66-63%= D	
92-90%= A-	82-80%= B-	72-70%= C-	62-60%= D-	

Grade comprised of:	<u>Category</u>	<u>Percent of Total</u>
	Participation	75%
	Assessments (Tests / Quizzes)	25%

100%

Grade Break Down:

Participation includes attendance, tardies, preparedness, behavior, assignments, and work habits= 75%
Assessments include unit tests, vocabulary tests, and quizzes both planned and surprise = 25%

Percentages are approximate and may change as curriculum is adjusted to meet student needs.

Late Assignments/Make up work: It is your responsibility to remain current with all assignments!

If you have an excused absence, you have the same number of days that you were absent to turn in work assigned while you were absent for full-credit.

- You may visit my webpage at mrshohnstein.weebly.com find your class and scroll to the correct date/assignment you may have missed.
- Late work earns half-credit. You have **five days** to make up late work. After five days from the original due date I will **not** accept the assignment. An unexcused absence will not enable you to make up work!

Extra Credit/Extra Help: Generally, it is not my policy to give “extra credit.” Extra help can be obtained by arranging an appointment with me before or after school.

CMHS is an equal opportunity employer and educator

Student Signature	Date	Parent/Guardian Signature	Date
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This signed Syllabus is to be kept in the student’s notebook.

Crow-Applegate-Lorane School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, gender, sexual orientation or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act.