



Curriculum

Introduction/Review	Suggested Activities:	Resources
<p>(Suggested 2 Weeks)</p> <p>Communication Process Review</p> <ul style="list-style-type: none"> ● Communicating in a Group ● Active Listening (4 types) ● Communication Sources, Receiver Channels, Interference, Nonverbal ● Technology ● Current Communication Tools: How do you communicate? <p>Communication Development</p> <p>Organization</p> <ul style="list-style-type: none"> ● Thesis Statement ● Outlining ● Parts of a Speech: Intro, Body, Conclusion ● Transitions <p>Delivery</p> <ul style="list-style-type: none"> ● Stage Fright ● Eye Contact ● Voice: energy, volume, expression, rate ● Body Language: gestures, movement, posture ● Effective Use of technology <p>Presentations</p> <ul style="list-style-type: none"> ● Audience etiquette ● Incorporating Technology 	<ul style="list-style-type: none"> ● “Got A Match” ● Listening Log ● Creative Listening ● Current Communication Tools: <ul style="list-style-type: none"> ○ Texting, email, social media ● Advanced students: demonstrate delivery skills for novice students ● Telephone game ● Charades ● Sign language/finger spelling ● Glance Media ● SRO presentation (social media usage) ● Scenarios - how does social media impact friendships? ● Friendship cycle ● Presenters from the workplace (social media director, etc.) ● *HeadBanz Act-up*Statue Game ● Embed technology*Know it All Game/Three Headed Expert ● 10-15’s ● Round Robin Speeches 	



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<p>Informative (2 weeks)</p> <ul style="list-style-type: none"> • Compose an appropriate introduction, body, and conclusion • Select and narrow topic • Appropriate supporting details • Utilize various forms of technology 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Impromptu • Embed Technology • Research • Group Project • Demonstrative 	<p>Instructional Shifts:</p> <ul style="list-style-type: none"> • consider giving a prompt to have students to solve a problem (PBL approach) • Student voice and choice • Students determine how they are going to present the information
<p>Persuasive (2 weeks)</p> <ul style="list-style-type: none"> • Research skills utilizing technology • Logical reasoning • Relevant evidence 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Impromptu • Travel Agent • PBL Presentations <p>Required Activity:</p> <ul style="list-style-type: none"> • Utilize Research 	<p>Resources:</p> <p>http://sks.sirs.com/webapp/issues-researcher</p>
<p>Debate (3 weeks)</p> <ul style="list-style-type: none"> • Introduction to debate • Research skills utilizing technology • Logical reasoning • Relevant evidence 	<p>Suggested activities:</p> <ul style="list-style-type: none"> • Types of Debate • HS Debate team visit • Pro/Con Issues <p>Required Activity:</p> <ul style="list-style-type: none"> • Utilize Research 	<p>Resources:</p> <p>http://sks.sirs.com/webapp/issues-researcher</p>



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Discover and Create (Suggested 4 Weeks)

<p>Introduction/Review</p> <ul style="list-style-type: none"> • Terminology • Stage Terms: Directions, Positions • Jobs in Theatre • Genres 	<p>Suggested Activities</p> <p>Stage Directions Twister Stage Area Stick 'Em (4 corners) Warm up activities - Splatt, Bippity bippity bop, Sound Wave, etc.</p>	<p>Resources</p> <p>Drama Menu book: Dramamenu.com</p>
<p>Characterization</p> <ul style="list-style-type: none"> • Voice • Body 	<p>Diction Projection Warmups Pantomime Silent Movies Choral reading Stock characters Improv</p>	

Develop and Perform (Suggested 5 Weeks)

<p>Script Structure</p> <ul style="list-style-type: none"> • Dialogue • Monologue • Stage Directions • Plot • Character Identification • Blocking 	<p>Suggested Activities</p> <p>Write a script Melodrama Radio Drama Duet scenes</p>	
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<p>Technical Aspects</p> <ul style="list-style-type: none"> • Lighting • Sound • Sets • Costumes 	<p>Suggested Activities</p> <p>Tech rodeo: costume quick change Set moving relays Sound effects Spotlights Create costumes out of random material (Maker Space)</p>	
<p>Scene Performance</p> <ul style="list-style-type: none"> • Stage Fright • Projection • Audience Etiquette 	<p>Suggested Activities</p> <p>Scripted scene (costumes, props, using script, stage direction) Memorization (include personal electronics) Monologues Fairy tale play Music Videos/Lip Sync Battle Variety show (8th)</p>	

Focus Standards and Skills

<p>MODERN COMMUNICATION KCCRS Speaking and Listening Standards</p>	<p>STANDARDS</p> <ul style="list-style-type: none"> • W.7.1a – Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • W.7.1b – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • W.7.2b – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • SL.7.3 – Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
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- SL.7.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5 – Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
- SL.7.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 [of the CCSS] for specific expectations.)
- SL.8.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, Communicate the relationships between theatre and the world to make meaning and deepen understanding of cultural, global, and historical contexts.

SKILLS

- Identify the components of and compose an appropriate introduction, body and conclusion.
- Identify and use appropriate transitions between major components of a speech.
- Develop research skills utilizing various forms of current technology.
- Develop presentation skills utilizing various forms of current technology.
- Choose appropriate supporting details.
- Select and narrow a topic that is appropriate for the situation.
- Identify and demonstrate appropriate listening skills.
- Demonstrate appropriate audience etiquette
- Identify different components of non-verbal communication including voice, eye contact, body language, expression and rate.
- Recognize and avoid verbal pauses/fillers
- Recognize and control stage fright
- Identify the components of and compose an appropriate introduction, body and conclusion.
- Identify and use appropriate transitions between major components of a speech.
- Develop research skills utilizing various forms of current technology.
- Develop presentation skills utilizing various forms of current technology.
- Choose appropriate supporting details.
- Select and narrow a topic that is appropriate for the situation.
- Identify and demonstrate appropriate listening skills.
- Demonstrate appropriate audience etiquette.
- Identify different components of non-verbal communication including voice, eye contact, body language, expression, and rate.



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	<ul style="list-style-type: none"> • Recognize and avoid verbal pauses/fillers • Recognize and control stage fright • Choose the most effective persuasive organizational pattern for the body of the speech (i.e., cause/effect; problem/solution). • Develop claims with supporting evidence to persuade an audience.
<p>THEATRE (Kansas Curricular Standards for Theatre)</p>	<p>STANDARDS</p> <ul style="list-style-type: none"> • Explore and imagine through creative play, drama processes and theatre experiences to discover diverse creative ideas. • Engage in creative play, drama processes and theater experiences both individually and collaboratively. • Communicate the relationships between theatre and the world to make meaning and deepen understanding of cultural, global, and historical contexts. Acquire the information and skills necessary for the planning and preparation of a theatrical work. • Present realized artistic ideas in a theatrical form • Use self-control and active listening to appreciate and respond to a performance • Create a personal response to a performance and apply those ideas to self and society. • Maintain a safe space for experimentation and risk taking for the development, revision and refinement of new work, ideas and perspectives. • Interpret and articulate perspectives on theater experiences in one's work and the work of others by using criteria such as aesthetics, beliefs, contexts and critical perspectives. • Recognize elements and skills from other content areas used in theater and use skills developed through theatre in other content and occupational areas. • Respond to the feelings/emotions within self and other's discovered through drama work and theatre experiences to demonstrate an understanding of the human experience. <p>SKILLS</p> <ul style="list-style-type: none"> • Demonstrate open minded acceptance of new ideas. • Improvise dialogue while role playing a character. • Improvise and role play a real or fictional character. • Visualize a setting appropriate to a story. • Share ideas • Apply curiosity, questioning, and problem solving to develop artistic work. • Apply personal observation, knowledge, and experience to shape a work. • Integrate and or adapt to unexpected circumstances/information.



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	<ul style="list-style-type: none">• Recognize unintended occurrences and apply them in a positive way.• Demonstrate the give and take essential to effective collaboration.• Demonstrate active listening.• Demonstrate concentration on task at hand.• Explain how contextual aspects are impacted by various cultures, times, and places.• Use variations of voice, movement and gesture for different characters.• Generate character and design interpretations from a script• Complete the sequence of events leading up to a production• Recognize and use the environment and available resources for a production.• Review and critique creative works to improve their quality• Voice: demonstrate projection, diction, inflection• Warm-Ups: demonstrate vocal and physical warm-ups• Demonstrate appropriate audience behavior.• throughout the production process."• Demonstrate active listening.• Display appropriate emotional behavior• Present a theatrical work to an audience.• Identify and reflect on personal meaning and emotional responses to performances and apply ideas to self and society• Compare and contrast the differences between live theatre and video performances.• Analyze a personal reaction to a performance.• "Describe the reasons for the creator's choices in production elements using theatrical vocabulary."• "Analyze and evaluate the dramatic elements that work and why in performances."• Develop acceptance of individuals in their theatrical community and the community as a whole.• Identify how the local community and theatre programs affect each other.• Identify and describe basic story elements.• Recognize the differences between dramatic genres and realistic and non-realistic styles of theatre.• Read script: Differentiate dialogue, stage direction, and character identification.• Identify and demonstrate stage position and movement.• Identify responsibilities of production team.
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| | <ul style="list-style-type: none">• Follow appropriate safety procedures.• Explain how contextual aspects are impacted by various cultures, times, and places.• Develop acceptance of individuals in their theatrical community and the community as a whole.• Identify how the local community and theatre programs affect each other. |
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