

Essential Standards Document

Collaborative Team: Communication Arts (Forensics & Drama)

Unit #: N/A

Essential Standard (# and full standard): Recognize and apply appropriate changes needed to improve personal work. Develop physical, emotional, and intellectual acting skills.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can modify my voice to express different emotions and objectives.	DOK 2	https://drive.google.com/file/d/1iv8sgynEkhDa3WkpVOA2nygoUJhiW4vi/view?usp=sharing
I can express characters through defined,	DOK 3	https://drive.google.com/file/d/1In61PU6u8Ks4IZ_IsZY_nCUZP3HHWR41/view?usp=sharing

distinct movements.		
I can analyze a character's motivations in a scene and use that to guide my performance.	DOK 4	https://drive.google.com/file/d/1pL_t1Y8BhnJ4LF1V0O83VY1Z_bYLnXFE/view?usp=sharing

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Unit #: N/A

Essential Standard (# and full standard): Identify and describe basic story elements

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can identify the following plot elements of a given script: who, what, where, objective, motivation, and obstacles.	DOK 1	https://drive.google.com/file/d/1JSZs2q-v7k-MBFaKnF1YeFkbg2O6oKU/view?usp=sharing

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Unit #: N/A

Essential Standard (# and full standard): Generate and encourage new ideas. Improvise dialogue for complex characters and relationships.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can identify the subtext of a script to influence performance decisions.</p>	<p>DOK 2</p>	<p>https://drive.google.com/file/d/1A9zcik9ZIWepD8yj5WQHgXhgwwipZdVl/view?usp=sharing</p>
<p>I can improvise a character with clear</p>	<p>DOK 4</p>	<p>https://drive.google.com/file/d/1oYfXFW7md-ltEBk2diwhdmHzBuQzTu9w/view?usp=sharing</p>

expression and motivation.		
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Collaborative Team: Communication Arts (Forensics & Drama)

Unit #: N/A

Essential Standard (# and full standard): Apply curiosity, questioning, and problem solving to improve personal work. Integrate observation, personal knowledge, and experience to improve personal work.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can reflect on feedback and use it to elevate my performance.	DOK 3	https://drive.google.com/file/d/1M8c8ZZbswjFsEwQYYrfgbTbYFu21bJB0/view?usp=sharing
I can seek out opportunities to practice giving/receiving constructive criticism.	DOK 2	https://drive.google.com/file/d/1yywY9lajd06WZZBxvRp30JIT4FeZGZZd/view?usp=sharing

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Unit #: N/A

Essential Standard (# and full standard): Analyze how and why personal meanings and emotional responses to performances apply to self and society.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can identify the impact a performance has on myself and my community.</p>	<p>DOK 2</p>	<p>https://drive.google.com/file/d/1NCr89oAXNsYCRiW-XzpQCii0HcgNTPG2/view?usp=sharing</p>
<p>I can use understandings of history and culture to</p>	<p>DOK 3</p>	<p>https://drive.google.com/file/d/1X6vAGChydEpXz3mZkQNcxLZNMMkh2sUB/view?usp=sharing</p>

influence my performance decisions.		
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Unit #: N/A

Essential Standard (# and full standard): Present a theatrical work for an audience.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can present a theatrical work for an audience.</p>	<p>DOK 4</p>	<p>https://drive.google.com/file/d/1xs8M0S1_fiYLwrqhfbfUMYqHT1NtIUew/view?usp=sharing</p>