

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE <p style="text-align: center;">Advanced Theatre 2/3</p>																		
DISTRICT COURSE NUMBER <p style="text-align: center;">0622</p>		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <p style="text-align: center;">9090</p>																
Rationale:	<p>Student interest in the study of drama has increased, therefore students wish to have the opportunity to continue their course of study for all four years of high school. The District Drama Teachers would like to implement this course as part of their programs, to enhance and grow their existing dramatic arts programs within the Visual and Performing Arts.</p>																	
Course Description that will be in the Course Directory:	<p>Advanced Drama 2 and 3 will further explore all aspects of theatre, including an in-depth inquiry into history and genre through class activities and scene work in a variety of periods and types of plays. The courses will incorporate rehearsal discipline and professional standards to prepare them for careers in theater. In Advanced Drama 2, the emphasis will be on performing styles and a variety acting approaches to the art form including playwriting and adaptation. In Advanced Drama 3, the emphasis will encompass performing complex works in addition to understanding the societal, cultural, and historical context of theater perspectives with the goal to deepen global awareness and understanding social and political context. Course requirement includes 20 hours per semester of extracurricular/co-curricular activity.</p>																	
How does this Course align with or meet State and District content standards?	<ol style="list-style-type: none"> 1. Creating (Artistic Perception) 2. Performing (Creative Expression) 3. Responding (Aesthetic Valuing) 4. Connecting (Historical and Cultural Context/Connections and Applications) 5. Career and College Readiness 																	
Core Subjects:	<p><i>Select up to two that apply:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input checked="" type="checkbox"/> Arts</td> <td style="width: 33%;"><input type="checkbox"/> Civics and Government</td> <td style="width: 33%;"><input type="checkbox"/> Not Core Subject</td> </tr> <tr> <td><input type="checkbox"/> Economics</td> <td><input type="checkbox"/> History</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English</td> <td><input type="checkbox"/> Mathematics</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foreign Language</td> <td><input type="checkbox"/> Reading / Language Arts</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Geography</td> <td><input type="checkbox"/> Science</td> <td></td> </tr> </table>			<input checked="" type="checkbox"/> Arts	<input type="checkbox"/> Civics and Government	<input type="checkbox"/> Not Core Subject	<input type="checkbox"/> Economics	<input type="checkbox"/> History		<input type="checkbox"/> English	<input type="checkbox"/> Mathematics		<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Reading / Language Arts		<input type="checkbox"/> Geography	<input type="checkbox"/> Science	
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CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject <input type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input type="checkbox"/> N/A															
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester																	
Grade Level(s):	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12																	

Credit:	<input type="checkbox"/> Number of credits: <u> 10 </u> <input type="checkbox"/> Meets graduation requirements for <u>Drama</u>) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement <u> F </u>	<input type="checkbox"/> College Prep
Prerequisites:	Beg Drama and Advanced Drama	
Department(s):	VAPA	
District Sites:	ALL	
Board of Trustees COS Adoption Date:		
Textbooks / Instructional Materials:	N/A	
Funding Source:	General	
Board of Trustees Textbook Adoption Date:	12/9/25	

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below the 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Course Title:

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EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Advanced Drama 2/3**

Course Number:

Unit Title:
Theatre
History and
Genre

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Anchor Standard 1 – Creating

- Develop original ideas for a drama/theatre work by examining historical and cultural contexts.
- Refine ideas and technical elements to create a cohesive piece.
- Explore physical, vocal, and emotional choices to convey character in a variety of styles.

Anchor Standard 2 – Performing

- Use various acting techniques to develop authentic and stylistically appropriate performances.
- Demonstrate active and ethical collaboration during rehearsal and performance.
- Present polished scenes that demonstrate understanding of genre and historical context.

Anchor Standard 3 – Responding

- Analyze how cultural perspectives influence audience interpretation.
- Apply knowledge of historical context to evaluate artistic choices.
- Compare and justify choices made in performances from different periods and genres.

Anchor Standard 4 – Connecting

- Relate contemporary issues and personal experiences to historical theatre forms.
- Analyze how theatre reflects social, political, and cultural changes across history.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1. **Ancient Greek Theatre** – Tragedy and Comedy
2. **Medieval Theatre** – Morality and Mystery Plays
3. **Renaissance/Elizabethan Theatre** – Shakespeare and beyond
4. **Neoclassicism & Commedia dell’Arte** – Masks and improvisation
5. **Romanticism & Melodrama** – Big emotions and spectacle
6. **Realism & Naturalism** – Everyday life on stage

7. **Modern & Contemporary Theatre** – Absurdism, Political Theatre, Postmodernism

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Guided discovery, Physical ensemble exercises, Think-pair-share, Direct instruction with modeling, Improvisation and role rotation, Peer observation and feedback, Script analysis through guided questioning, Side Coaching, Partner scene study, Guided reflective journaling, Collaborative problem-solving
Viewing and critiquing recorded performances

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Participation and collaboration logs
- Scene work journals
- Peer/self-assessment rubrics

Summative:

- Final performance
- Written reflection

Interventions: Diagnostic Review and Reflection, Targeted Re-Teaching and Skill Reinforcement, Differentiated Practice Opportunities, Extended Learning and Practice, Reassessment Opportunities, Ongoing Support Strategies, Social-Emotional & Collaborative Supports, Documentation & Monitoring,

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Advanced Drama 2/3**

Course Number:

Unit Title:
Educational
and Career
Pathways

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete artistic work
- Convey meaning through presentation
- Perceive and analyze artistic work
- Apply criteria to evaluate artistic work
- Synthesize knowledge and personal experiences to make art
- Relate artistic ideas and works with societal, cultural, and historical context

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1. Exploring the Industry
2. Training and Education Pathways
3. Industry Skills in Action
4. Auditions/Interview
5. Showcase and Reflection

Instructional Strategies:

Experiential Learning, Project-Based Learning, Collaborative Learning, Reflective Practice, Inquiry-Based Learning, Direct Instruction and Modeling, Guest Speakers/Industry Connections, Feedback and Peer Assessment, Differentiated Instruction, Career and Technical (CTE) Integration

Assessments:

Formative:

- Participation and collaboration logs
- Scene work journals
- Peer/self-assessment rubrics

Summative:

- Final Project

- Written reflection

Interventions:

Diagnostic Review and Reflection, Targeted Re-Teaching and Skill Reinforcement, Differentiated Practice Opportunities, Extended Learning and Practice, Reassessment Opportunities, Ongoing Support Strategies, Social-Emotional & Collaborative Supports, Documentation & Monitoring,

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Adv Drama 2/3**

Course Number:

Unit Title:
Performing/
Acting

Styles and
Approaches

Content Area Standards

Anchor Standard 1: Artistic Foundations

- Examine the role of actor’s techniques and styles in creating believable characters within diverse theatrical traditions.

Anchor Standard 2: Creative Expression

- Develop a scene using specific acting styles (e.g., method acting, classical, non-naturalistic) to express different character choices and emotional states.

Anchor Standard 3: Audience & Cultural Understanding

- Analyze how acting styles reflect cultural, historical, or stylistic contexts, and interpret performances within those frameworks.

Anchor Standard 4: Connecting to Other Disciplines

- Collaborate with peers to rehearse and perform scenes, applying various acting approaches and styles.

Unit Outline:

- Understand and analyze various acting styles and approaches.
- Experiment with different performing techniques.
- Develop adaptability and versatility as performers.
- Collaborate effectively in scene work.
- Prepare and deliver a scene showcasing learned styles and approaches.

Instructional Strategies:

Experiential Learning, Project-Based Learning, Collaborative Learning, Reflective Practice, Inquiry-Based Learning, Direct Instruction and Modeling, Guest Speakers/Industry Connections, Feedback and Peer Assessment, Differentiated Instruction

Department: **VAPA**

Course Title: **Adv Drama 2/3**

Course Number:

Unit Title:
Performing/
Acting

Styles and
Approaches

Assessments:

Formative Assessments

1. Participation and Observation

- Active engagement in class exercises, discussions, and workshops.
- Teacher notes on students' willingness to experiment with different styles.

2. Reflection Journals

- Weekly entries where students reflect on techniques learned, challenges faced, and their personal growth.
- Prompts may include: "How did applying the Meisner technique change your approach to scene work?" or "Describe the emotional experience of trying Brechtian distancing."

3. Peer Feedback

- Students perform short scenes in pairs or small groups.
- Peers provide constructive feedback focusing on style-specific elements (e.g., authenticity, physicality, distancing).

4. Technique Practice Check-ins

- Informal check-ins during rehearsals to assess understanding and application of specific techniques like emotional memory or physical theatre exercises.

Summative Assessments

1. Scene Performances

- Students perform assigned scenes in different styles studied.
- Assessment criteria: authenticity, stylistic understanding, use of technique, and overall performance.

2. Style Analysis Essay

- A written analysis of a performance (live or recorded) exemplifying a specific acting style.
- Students compare their interpretation with theoretical principles discussed in class.

Department: **VAPA**

Course Title: **Adv Drama 2/3**

Course Number:

Unit Title:
Performing/
Acting

Styles and
Approaches

Interventions:
Diagnostic Review and Reflection, Targeted Re-Teaching and Skill Reinforcement, Differentiated Practice Opportunities, Extended Learning and Practice, Reassessment Opportunities, Ongoing Support Strategies, Social-Emotional & Collaborative Supports, Documentation & Monitoring, .

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Adv. Drama 2/3**

Course Number:

Unit Title:

Playwriting
and
Adaptation.

Content Area Standards

- **1.1 Creativity and Artistic Expression:** Use imagination and ingenuity to develop original scripts and adapt existing stories, demonstrating understanding of theatrical conventions.
- **2.1 Analyzing and Responding:** Analyze scripts and performances, noting choices related to style, character, and theme.
- **3.1 Connections, Relationships, Applications:** Understand how playwrights craft dialogue, develop characters, and structure scripts in various genres and styles.
- **4.1 Developing Theatre Skills:** Collaborate with others in creating and revising scripts; utilize feedback for improvement.
- **5.1 Theatre Literacy:** Demonstrate knowledge of dramatic elements by writing and analyzing scripts and adaptations.

Unit Outline:

- Understand the structure and elements of playwriting.
- Develop original scripts with clear characters, themes, and conflicts.
- Analyze and adapt existing texts or stories into playable scripts.
- Use theatrical conventions and dialogue to express character and story.
- Collaborate with peers through creative feedback and revisions.

Instructional Strategies:

1. Direct Instruction and Mini-Lectures
 - Use clear explanations and visual aids to introduce key concepts such as plot structure, character development, and adaptation principles.
2. Modeling
 - Demonstrate writing techniques by composing sample scenes, dialogues, or adaptations in class, showing students the process step-by-step.
3. Guided Practice
 - Facilitate structured activities where students collaboratively develop scenes, characters, or scripts with teacher feedback guiding their work.
4. Creative Writing Workshops
 - Organize peer workshops where students share drafts, provide constructive critique, and revise their scripts based on feedback.

5. Small Group Collaboration
 - Arrange students into small groups for brainstorming, writing, and revising scripts, encouraging teamwork and diverse perspectives.
6. Think-Pair-Share
 - Use this strategy to promote discussion, where students think individually about prompts, then discuss ideas with a partner before sharing with the class.
7. Socratic Seminars
 - Engage students in thoughtful discussions analyzing plays, characters, and adaptations, fostering deeper understanding and interpretation skills.
8. Case Studies and Exemplars
 - Analyze professional scripts and adaptations to understand different styles, conventions, and techniques.
9. Use of Visual and Performance Aids
 - Incorporate videos of theatrical performances, recordings of playwright interviews, and images of stage productions to inspire and inform student work.
10. Scaffolded Assignments
 - Break down complex tasks (like script writing or adaptation) into manageable steps with clear deadlines and criteria for success.
11. Reflection and Self-Assessment
 - Encourage students to reflect on their creative process through journals, exit tickets, or self-assessment rubrics.
12. Differentiated Instruction
 - Adapt activities and assignments to meet varied learning styles and skill levels, providing additional support or extensions as needed.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Participation in workshops and discussions.
- Short creative exercises (character sketches, dialogue writing).
- Peer feedback sessions.

Summative:

- Final original script or adaptation.
- Performance of the script (can be staged, read aloud, or recorded).
- Written reflection on the writing process, challenges, and creative decisions.
- Peer critique and self-assessment.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments. Diagnostic Review and Reflection, Targeted Re-Teaching and Skill Reinforcement, Differentiated Practice Opportunities, Extended Learning and Practice, Reassessment Opportunities, Ongoing Support Strategies, Social-Emotional & Collaborative Supports, Documentation & Monitoring,

EDUCATIONAL SERVICES

Department: _____

Course Title: _____

Course Number: _____

Unit Title:The
**Power of
Theatre:
Performing
Complex
Works within
Societal and
Cultural
Contexts**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 1.1 Culturally responsive and informed practice: Recognize and analyze how theatre reflects diverse societal experiences and cultural traditions.
- 2.1 Personal and Social Responsibility: Use theatre to explore social justice issues and promote understanding.
- 3.1 Critical analysis of dramatic works: Critique scripts and performances considering cultural and historical contexts.
- 4.1 Collaboration and Cultural Exchange: Collaborate across cultures and styles to develop performances that promote intercultural understanding.
- 5.1 Theatre Literacy and Appreciation: Demonstrate understanding of how theatre influences and is influenced by society and history.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Analyze complex theatrical texts within their societal, cultural, and historical contexts.
- Explore and embody diverse social, political, and cultural perspectives through performance.
- Demonstrate advanced acting techniques suited for complex material.
- Connect theatrical themes with contemporary global social and political issues.
- Foster empathy, social responsibility, and intercultural understanding through theatre.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

1. Socratic Seminars and Discussion Panels
 - Engage students in critical thinking about societal themes presented in plays, encouraging them to explore different perspectives and cultural narratives.
2. Historical and Cultural Context Research
 - Assign students to investigate the historical, political, and cultural background of a play or theatrical tradition, then present their findings to deepen understanding.
3. Performance-Based Learning
 - Have students rehearse and perform scenes that highlight social or political themes, emphasizing

authenticity in character portrayal and context.

4. Cultural Exploration and Integration
 - Incorporate traditional theatrical forms (e.g., Noh, Kabuki, African masks) into scene work. Use multimedia resources (videos, guest speakers) to provide cultural insights.
5. Role-Playing and Empathy Exercises
 - Use role-playing activities to allow students to explore characters' social, cultural, and political experiences from diverse perspectives.
6. Analyzing Performances and Media
 - Critically view and analyze live or recorded performances of plays with strong societal themes, discussing symbolic elements and contextual influences.
7. Collaborative Group Projects
 - Assign groups to research, develop, and perform scenes inspired by current social justice issues, encouraging collaboration and cultural sensitivity.
8. Comparison and Contrast Activities
 - Compare plays from different cultures or time periods, discussing how societal values influence theatrical storytelling and staging.
9. Creative Cultural Adaptations
 - Have students adapt a scene or play into a different cultural style, exploring how cultural context influences storytelling techniques.
10. Reflective Journaling and Self-Assessment
 - Encourage students to keep journals reflecting on how their understanding of societal issues informs their acting choices and performances.
11. Use of Visual Aids and Multimedia
 - Incorporate documentaries, interviews, and images of cultural theatre traditions to enrich students' understanding and inspire performance.
12. Guest Speakers and Community Engagement
 - Invite playwrights, cultural practitioners, or social activists to discuss theatre's role in social change and cultural representation.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Participation in discussions, research activities, and rehearsals.
- Contextual analysis presentations.
- Peer feedback on performances.

Summative:

- Performance of selected and culturally/contextually informed scenes.
- Research and presentation on the societal and cultural background of a play.
- Reflective essay connecting theatre's role to social and political awareness.
- Creative project (e.g., an adaptation or original scene) inspired by social issues.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments. Diagnostic Review and Reflection, Targeted Re-Teaching and Skill Reinforcement, Differentiated Practice Opportunities, Extended Learning and Practice, Reassessment Opportunities, Ongoing Support Strategies, Social-Emotional & Collaborative Supports, Documentation & Monitoring,

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