

Curriculum Map Summary

Course: Speech, Drama & Debate

Course Summary:

Speech, Drama, and Debate is a course in the English curriculum that allows students to develop communication and performance skills. Students can take this course to fulfill an elective requirement or to earn a Language Arts credit required for graduation from Mt. Edgecumbe High School. This course also supports the DDF program.

Grading is divided into these three categories: Participation, Projects, and Final Project. Because students learn best when they learn from each other, daily participation will count for 30% of the overall grade. Projects are the result of time spent in class practicing key concepts. Projects count for 40% of the overall grade. Because this is a performance-based class, a final project will focus on a public performance that the class will determine. This final will be 30% of the overall grade.

Each project usually takes 7 - 10 days to complete. The variability depends on the number of students in the class and their comfort and familiarity with the learning objectives. Generally speaking, units do not have to be completed at one time. For example, students could complete an acting scene followed by a speech. As these skills build on one another, this variation is often effective for student learning. Additionally, students are often empowered when a group project is followed by an individual one.

Overarching Key Concepts and Enduring Understandings:

Effective communication is vital to the human experience.
Drama and storytelling are art.
We communicate with our whole body.
Developing a claim and presenting information to support it is powerful.

Key Learning Strategy

We learn by doing.

| Units | Key learning objectives | Key Concepts | Major projects/assessments |
|-------------------|---|--|--|
| Warm-up Exercises | <ul style="list-style-type: none">- Gain confidence in the group dynamic- Practice relaxation- Learn vocalization & | <ul style="list-style-type: none">- We learn best by doing.- We can help each other be better- We foster collaboration | <ul style="list-style-type: none">- Daily Participation points |

| | | | |
|------------------------------|--|---|--|
| | <p>movement techniques</p> <ul style="list-style-type: none"> - Learn Focus - Self-evaluate & group evaluate | <ul style="list-style-type: none"> - We can play and learn new concepts | |
| Speech | <ul style="list-style-type: none"> - Understand the principles of informative writing and presenting - Understand the principles of argumentative writing and presenting - Learn how to vocalize thoughts - Practice extemporaneous speaking | <ul style="list-style-type: none"> - Perception - practice relaxed yet formal presentation - Body Language - learn and practice effective movements & gestures - Discipline - preparation & practice produce effective speeches - Vocalization - the volume, tone, pitch and speed of our presentation affects the outcome Storytelling - learn to share ourselves in our speeches Description - show the audience rather than telling them | <p>Informative Speech - Major project</p> <p>Original Oration - Major project</p> <p>Extemporaneous Commentary - A round-robin tournament in which each student gets multiple chances to practice and improve speaking skills</p> |
| Interpretation of Literature | <ul style="list-style-type: none"> - Focus on suspending the disbelief of the audience by portraying a realistic, emotional journey of a character(s). - Practice cutting a piece, characterization, blocking, and the structure of a story | <ul style="list-style-type: none"> - Convey emotion through the use of text - Learn to portray one or multiple characters - Make movement controlled & meaningful - Practice the art of storytelling | <p>Dramatic Interp - major project</p> <p>Humorous Interp - major project</p> <p>Duo Interp - an additional project if deemed necessary</p> |
| Drama | <ul style="list-style-type: none"> - All acting begins with movement - Effective characterization begins with creating empathy with the audience - An actor tells the truth - Imagination is more | <ul style="list-style-type: none"> - Voice & Body - the actor learns to control these elements to convey the story - Imagination & Observation - the actor develop these traits to aid in characterization | <ul style="list-style-type: none"> - Readers Theater - major project - Monologue - major project - Duet Acting - optional major project - Pantomime - optional major project |

| | | | |
|---------------|--|--|--|
| | <p>important than experience</p> <ul style="list-style-type: none"> - Learn to live in the moment | <ul style="list-style-type: none"> - Control & Discipline - the actor must develop powers of concentration - Persistence & Practice - the actor must develop these skills in order to effectively reach the audience | |
| Debate | <ul style="list-style-type: none"> - Understand and apply the principles of rhetoric - Understand key terms and concepts of debate - Create an argument from both sides of the claim - Work with a partner to present a clear and cohesive argument - Ask effective questions that will further a claim | <ul style="list-style-type: none"> - Claim - learn how to frame a claim with specific word - Affirmation - Uphold the resolution - Negation - Create clash or doubt to the resolution - Decorum - Further your point while keeping in good taste | <ul style="list-style-type: none"> - Spar Debate- points for practice - Debate Tournament- major project - students will participate in a round robin tournament |
| Final Project | <ul style="list-style-type: none"> - Students will plan, produce, direct and perform for a public audience | <ul style="list-style-type: none"> - Spectacle - Includes costumes, scenery, the gestures of the actors, the sound of the music and the resonance of the actors' voices. - Imagination - character's behaviors, appearance, actions, and motivation - Discipline- students will claim ownership for the preparation and production of their presentation | <ul style="list-style-type: none"> - Public Performance- Students will self-evaluate performance. Teacher will review students' self-assessment |

Key Assessment Information:

| |
|--|
| <p>Acting Scene Rubric Pantomime Rubric</p> |
|--|

[Speech Grading Rubric](#)
[Interp Rubric](#)
[Extemporaneous Commentary Rubric](#)
[Readers Theater Rubric](#)
[Debate Rubric](#)

Primary/ Major Curriculum Material:

Bernardi, Philip. Improvisation Starters.
Cohen, Robert. Acting One.
Engelsman, Alan & Penny. Theater Arts.
Farley, Todd & Marilyn. The Mastery of Mimiodrame.
Lavy, Gavin. 112 Acting Games.
Spoon, Viola. Improvisation for the Theater.
Spoon, Viola. Theater Games for the Classroom.
Tanner, Fran Averett. Basic Drama Projects.
Tanner, Fran Averett. Readers Theater

Optional Supplementary Material Summary List:

<https://www.speechanddebate.org/>
<http://asaa.org/activities/drama-debate-forensics/>