Harnett County High Schools

Harnett Central High

A. Course: English I (LEP)
B. Title of Unit: Literature Genre: Drama and Plays
C. Timeframe: 5th Six Weeks
D. Developed by: Polycarp Omollo

E. Reading Standards
   • 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
   • 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
   • Craft and Structure
     5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

• 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
• 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

• Read and comprehend complex literary and informational texts independently and proficiently.

F. Writing Standards
   Production and Distribution of Writing
   • 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   • 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
   • 6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
• Research to Build and Present Knowledge
• 9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

G. Speaking and Listening Standards
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

H. Math Standards
• 1- Make sense of problems and persevere in solving them.
• 4- Model with mathematics.
• 5- Use appropriate tools strategically.
• 6- Attend to precision.

I. Technology Standards
• HS.SI.3 - Evaluate resources for point of view, bias, values, or intent of information.
• HS.TT.3 - Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio
• HS.SE.2 - Analyze safety issues and practices when using online resources (legal and criminal consequences, long-term career consequences of behavior).

J. Learning Experiences
A. Content Area: Drama – Definition and major genres of literature from the previous lessons
• Describe at least major genres of literature and give examples of each.

B. Reading: Read, Translate, Summarize, and Comprehension script.
• Various readings form plays and skits.
• Analyze a given excerpt using the notes provided?

C. Writing: Write down a known short play with a personal twist.
• Compose a sentence with using drama vocabulary.
• Distinguish in clear terms the characteristics of the different dramatic genres
D. Speaking and Listening:
- Repeat after the teacher the correct pronunciation of drama vocabularies
- Criticize any given play by highlighting its weak and strong points

E. Math: Various word problems in English.
- How many components of drama sub-genres exist?
- Using geometrical lines and angles, draw a typical structure of drama.

F. Technology: Recreate scripts using Alice world Programming, PowerPoint and Smart board; etc.
- Compose script using?

G. Project Goals and Description of Unit:
- Design Alice World incorporating all parts of speech elements.

H. Essential Questions
1. Identify and explain the most important elements of drama?
2. State the importance of dialogue in drama.

I. Vocabulary
- Identify Drama technical terms using one of the following: synonym, antonym, Another language or write a sentence.

J. Instructional Resources:
Textbook, laptops/computer availability, power points, print materials, dictionary

K. Assessment:
1. Vocabulary Tests – 2
2. Grammar – multiple on separate ideas
3. Project – create an Alice world
4. Unit Tests – 2 for final comprehension
5. Various Formative Assessment weekly/daily

L. Facilitators Role:
To guide and challenge students through the acquisition of the vocabulary, grammar, culture, projects reading and writing assignments.