

HALIBURTON HIGHLANDS SECONDARY SCHOOL



Fine Arts Department Evaluation Policy for Drama



Course Code:	ADA3M/ ADA4M	Teacher Contact Information:
Level:	Grade 11 and 12, College/University	Teacher: Ms. Wootton
Credit Value:	1.0	By Phone: (705) 457-2950 ext: 578
Period:	Period 2 (on a Week 1)	By E-mail: t.wootton@tldsb.on.ca
Room Number:	22	
Department Head:	Ms. Gervais	

Course Description:

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: ADA20

Strands of Study and Overall Expectations include:

A. CREATING AND PRESENTING

- A1. The Creative Process:** use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
- A2. Elements and Conventions:** use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources;
- A3. Presentation Techniques and Technologies:** use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.

B. REFLECTING, RESPONDING, AND ANALYSING

- B1. The Critical Analysis Process:** use the critical analysis process to reflect on and evaluate their own and others' drama works;
- B2. Drama and Society:** demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities;
- B3. Connections Beyond the Classroom:** identify knowledge and skills they have acquired through drama activities, and demonstrate an understanding of ways in which they can apply this learning in personal, social, and career contexts.

C. FOUNDATIONS

- C1. Concepts and Terminology:** demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;
- C2. Contexts and Influences:** demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;
- C3. Responsible Practices:** demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

Course Outline / Units of Study:

Improvisation
Short Scenes/Duologues
Monologues (Grade 12 students will be expected to do 2 monologues -1 modern, 1 classical)
The play
Theatre History

<p>Evaluation Structure:</p> <p>Knowledge/Understanding 25%</p> <p>Thinking/Inquiry 25%</p> <p>Communication 25%</p> <p>Application 25%</p> <p>The above is reflected both in the term work (worth 70% of the final mark) and the summative activities. The culminating activity is a 30% project.</p>	<p>Resources:</p> <p>Textbook:</p> <p>Various plays and Scripts provided by the teacher</p> <p>Policy Document:</p> <p>The Ontario Curriculum Grades 11 & 12 Fine Arts- 2010</p>
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Evaluation:

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.

Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
<p>Knowledge/Understanding</p> <ul style="list-style-type: none"> ➤ Knowledge of facts & terms ➤ Understanding of concepts & relationships 	<p>Limited display of knowledge, skills and ability to apply concepts</p>	<p>Some success in displaying knowledge, skills and application of concepts</p>	<p>Considerable display of knowledge skills and ability to apply concepts</p>	<p>Thorough understanding of concepts and ability to communicate, think creatively and apply concepts</p>
<p>Thinking/Inquiry</p> <ul style="list-style-type: none"> ➤ Critical thinking skills ➤ Creative thinking skills ➤ Inquiry Skills 				
<p>Communication</p> <ul style="list-style-type: none"> ➤ Communication of ideas & information ➤ Use of symbols & visuals ➤ Oral & written communication 				
<p>Application</p> <ul style="list-style-type: none"> ➤ Applications in familiar contexts ➤ Transfer of concepts to new contexts ➤ Making logical conclusions and predictions ➤ Use of technology ➤ Making connections 				

Learning Skills: Students are expected to reflect the following skills throughout the course:

Responsibility: Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.

Organization: Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.

Independent Work: Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.

Collaboration: Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.

Initiative: Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.

Self-Regulation: Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY



Welcome to ADA3M/ADA4M

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any valid reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

I hereby acknowledge that I am fully aware of the expectations and evaluation in **ADA3M/ADA4M**.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: _____