

	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<i>Units</i>	<ol style="list-style-type: none"> 1. What is Oral Interpretation? 2. Understanding the Text (carry over into 2nd nine weeks) 	<ol style="list-style-type: none"> 3. Tools for Success 4. Group Skills 	<ol style="list-style-type: none"> 5. Adapting the Work of Others 6. Ethics in Interpretation 	<ol style="list-style-type: none"> 7. Evaluating Myself and Others
<i>Preparation</i>	<ul style="list-style-type: none"> • Establish how different theories of interpretation affect performance choices in a basic manner (1C) 	<ul style="list-style-type: none"> • Recognize how to construct introductions, conclusions, and transitions for a given text (5D) • Develop proper rehearsal skills to ensure success individually and in group settings (7B) 	<ul style="list-style-type: none"> • Understand how to best pick material based on its ease of adaptation and suitability of genre (2C, 2D) • Understanding proper methodologies to organize an interpretative program based on such things as author, theme, central comment, etc. (5C) 	<ul style="list-style-type: none"> • Evaluate efficacy of rehearsal strategies to assist with better understanding of text (7A)
<i>Analysis</i>	<ul style="list-style-type: none"> • Understand different methods and concepts of interpretation (1A) • Evaluate appropriateness of material based on intended audience and occasion (2A) • Understand implication of literary merit (2B) • Develop skills to gain understanding of various texts and genres (3A) • Understand literary elements and their implications on efficacy of interpretation (4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I) 	<ul style="list-style-type: none"> • Use research and textual analysis to inform performance decisions (6E) • Utilize group-decision making skills to better inform both individual and group performance decisions (7C) 	<ul style="list-style-type: none"> • Recognize issues inherent in cutting literary sources, such as maintaining fluency of text and author's intent (5B) • Evaluating ethical considerations in interpretation (5A) 	<ul style="list-style-type: none"> • Recognize techniques and skills necessary to evaluating others, such as critical listening and art appreciation (8A)

<p><i>Performance</i></p>	<ul style="list-style-type: none"> Recognize context of selection and its effects on quality performance (3B) 	<ul style="list-style-type: none"> Recognize use of varying vocal performance elements such as rate, pitch, dialect, articulation, etc. (6C, 6D) Recognize use of varying physical performance elements such as blocking, gesture, use of manuscript/chairs, etc. (6A, 6B) 	<ul style="list-style-type: none"> Present performances showcasing ethical adaptations (7D) 	<ul style="list-style-type: none"> Analyze and critically evaluate the performances of self and others using a variety of techniques and across a variety of performance styles (8B, 8C) Utilize self-, peer-, instructor-, and judge-based evaluations to make changes to performance for success (8D)
<p><i>Evidence of Mastery</i></p>	<ul style="list-style-type: none"> Teacher formative and summative assessments Suggested performances for evaluation: Prose and/or Poetry; Impromptu Speaking 	<ul style="list-style-type: none"> Teacher formative and summative assessments Suggested performances for evaluation: Humorous/Dramatic Interpretation; Duo Interp/Duet Acting 	<ul style="list-style-type: none"> Teacher formative and summative assessments Suggested performance for evaluation: Program of Oral Interp Peer and self evaluation 	<ul style="list-style-type: none"> Teacher formative and summative assessments Suggested performance for evaluation: revisiting of previous interp selection performance for individual; and group critique Peer and self evaluation