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# Speech and Drama I

Curriculum Guide

Scranton School District

Scranton, PA



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Curriculum Guide

**Speech and Drama I**

**Prerequisite:**

- None

Speech and Drama I is an introduction to speech arts and theater. The primary focus is on public speaking and will include many categories of speech skills including impromptu, informative and persuasive speaking, oral interpretation of prose and poetry, special occasion speeches, and dramatic interpretation. Additionally, students will be introduced to drama through theater games and the study of dramatic literature with a focus on classic American playwrights

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Year-at-a-glance

<b>Subject: Speech and Drama I</b>	<b>Grade Level: 9-12</b>	<b>Date Completed: 2/5/2017</b>
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**1<sup>st</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
Ensemble Building	Spolin, Viola <i>Theater Games</i> Teacher selected exercises and activities	CC.1.5.9-10.A CC.1.5.9-10.E
Understanding Communication	Approved Textbook, Power point and handout Teacher selected exercises and activities from various educational resources	CC.1.2.9-10.J CC.1.2.9-10.L
Children’s Story Presentation	Children’s books-student selected	CC.1.2.9-10.E CC.1.2.9-10.F CC.1.5.9-10.
Verbal and Nonverbal Messages	Approved Textbook, Power point and handout Teacher selected exercises and activities from various educational resources	CC.1.2.9-10.A CC.1.2.9-10.
Demonstration Speech (Demonstrative)	Note cards Teacher generated handouts- Table, microwave, various props (most procured by students as determined by individual presentations))	CC.1.2.9-10.E CC.1.2.9-10.F CC.1.4.9-10.B CC.1.4.9-10.F CC.1.4.9-10.H CC.1.5.9-10.E
Using your voice, Listening and Evaluating	Approved Textbook, Power point and handout Teacher selected exercises and activities from various educational resources	CC.1.2.9-10.A CC.1.5.9-10.A CC.1.5.9-10.E
Getting Ready to Speak	Approved Textbook, Power point and handout	CC.1.2.9-10.L CC.1.5.9-10.A
Writing and Presenting an Informative Speech	Approved Textbook, Computer lab and Library	CC.1.4.9-10.S    CC.1.5.9-10.B CC.1.4.9-10.T    CC.1.5.9-10.C CC.1.4.9-10.V    CC.1.5.9-10.D CC.1.4.9-10.W

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**2<sup>nd</sup> Quarter**

Topic	Resources	Standards
Dramatic Literature	Room set of play script Study guide for script Handout and PowerPoint on playwright Selective elements from Approved Textbook, Videos of productions if available	CC.1.2.9–10.B CC.1.2.9–10.C CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.G CC.1.3.9–10.K
Improv (acting and speaking)	Open playing area Teacher Selected Exercises and Activities such as Viola Spolin’s <i>Improv</i> , or from other educational resources	CC.1.5.9–10.A CC.1.5.9–10.B CC.1.5.9–10.D CC.1.5.9–10.E CC.1.5.9–10.G
Learning to Speak to Persuade	Approved Textbook, Power point and handout	CC.1.2.9–10.F CC.1.2.9–10.J CC.1.2.9–10.L CC.1.5.9–10.A

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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
Writing to Persuade	Computer lab and Library Various teacher generated handouts Teacher selected exercises and activities from various educational resources Approved Textbook	CC.1.4.9-10.S CC.1.4.9-10.T CC.1.4.9-10.V CC.1.4.9-10.W CC.1.5.9-10.B CC.1.5.9-10.C CC.1.5.9-10.D CC.1.5.9-10.G
Persuasion in Advertising (Commercials)	Copies of print and television advertisements Examples of actual products and packaging Art and craft supplies	CC.1.2.9-10.F CC.1.2.9-10.H CC.1.2.9-10.J CC.1.5.9-10.A CC.1.5.9-10.D CC.1.5.9-10.E
Dramatic Literature	Room set of play script Study guide for script Handout and PowerPoint on playwright Selective elements from Approved Textbook, Videos of productions if available	CC.1.2.9-10.B CC.1.2.9-10.C CC.1.3.9-10.A CC.1.3.9-10.C CC.1.3.9-10.G CC.1.3.9-10.K
Improv (acting and speaking) (continued work and practice on these concepts)	Open playing area Teacher Selected Exercises and Activities such as Viola Spolin's <i>Improv</i> , or from other educational resources	CC.1.5.9-10.A CC.1.5.9-10.B CC.1.5.9-10.D CC.1.5.9-10.E CC.1.5.9-10.G

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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
Learning to Speak for Special Occasions	Approved Textbook, Power point and handout Video and print examples	CC.1.2.9–10.F CC.1.2.9–10.J CC.1.2.9–10.L CC.1.5.9–10.A CC.1.5.9–10.E
Writing for Special Occasions	Computer lab and Library Various teacher generated handouts Approved Textbook Video Camera to record for in class critique.	CC.1.4.9-10.S CC.1.4.9-10.T CC.1.4.9-10.V CC.1.4.9-10.W CC.1.5.9-10.B CC.1.5.9-10.C CC.1.5.9–10.D CC.1.5.9–10.G
Oral Interpretation	Approved Textbook, Power point and handout Video examples Selections from text or poetry texts or other educational resources	CC.1.2.9–10.F CC.1.2.9–10.J CC.1.2.9–10.L CC.1.5.9–10.A CC.1.5.9–10.E CC.1.5.9–10.G
Writing and Presenting a Personal Narrative	Power point and handout Video and written examples Various teacher generated handouts	CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.H CC.1.4.9-10.K
Review for Final Exam	Access to student folders containing all tests, handouts, writing samples and graded presentation rubrics from the full year Instructor created review handout	

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<b>Quarter 1 Ensemble Building</b>	CC.1.5.9-10.A CC.1.5.9-10.E	<b>Trust Empathy Willingness to participate Cooperative collaboration</b>	Spolin, Viola <i>Theater Games</i>  Teacher selected exercises and activities such as <i>Who Started the Motion, Blind Fold Walk</i> and “Mirror Exercises.” Many others can be found at sites like <a href="http://improvenycyclopedia.org">improvenycyclopedia.org</a>	Teacher observation, participation, journaling	5 days
<b>Understanding Communication</b>	CC.1.2.9–10.J CC.1.2.9–10.L	<b>Communication Terms</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Message</li> <li>• Sender</li> <li>• Receiver</li> <li>• Feedback</li> <li>• Verbal Symbols</li> <li>• Nonverbal Symbols</li> <li>• Channels</li> <li>• Encoding</li> <li>• Decoding</li> <li>• Interference</li> <li>• Subtext</li> </ul>	Approved Textbook, <i>Speech for Effective Communication</i> Chapter 1  Power point and handout for notes  Teacher selected exercises and activities that include partner work, question and response, group activities.  First oral presentation, for example-people watching or other intro activities.	Teacher prepared tests, quizzes, series available worksheets.  Teacher observation, participation, journaling.  Oral presentation rubric	5 days

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<p><b>Children’s Story Presentation</b></p>	<p>CC.1.2.9–10.E CC.1.2.9–10.F CC.1.5.9–10.E</p>	<p><b>Trust</b> <b>Empathy</b> <b>Overcoming stage fright</b> <b>Introduction of presentation techniques such as</b> –eye contact -articulation -volume and rate -poise -audience connection.</p>	<p>Children’s books-student selected from home, library, or other (4-7 min. in length.)  Teacher modeled presentation  Time and space for rehearsal in pairs</p>	<p>Speech evaluation rubric  Peer Evaluation worksheet</p>	<p>Rehearsal- 2 days    (5-7 speeches per day) depending</p>
<p><b>Verbal and Nonverbal Messages</b></p>	<p>CC.1.2.9–10.A CC.1.2.9–10.L</p>	<p><b>4 functions of nonverbal communication</b> <b>5 features of verbal language</b></p> <ul style="list-style-type: none"> <li>• Denotation</li> <li>• Connotation</li> <li>• Dialect</li> <li>• Slang</li> <li>• Jargon</li> <li>• Paralanguage</li> </ul> <p><b>Elements of body language</b> <b>Purpose and thesis</b></p>	<p>Approved Textbook, <i>Speech for Effective Communication</i> Chapter 2  Power point and handout for notes  Teacher selected exercises and activities that include partner work, question and response, group activities.</p>	<p>Teacher prepared tests, quizzes, series available worksheets.  Teacher observation, participation, journaling.</p>	<p>Text and notes- 7 days</p>



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<p><b>Demonstration Speech (Demonstrative)</b></p>	<p>CC.1.2.9–10.E CC.1.2.9–10.F CC.1.4.9–10.B CC.1.4.9–10.F CC.1.4.9–10.H CC.1.5.9–10.E</p>	<p><b>Trust Empathy Development of presentation techniques such as</b> –eye contact -articulation -volume and rate -poise -audience connection. -organizing material for presentation</p>	<p>Teacher modeled presentation  Teacher generated handouts- -Presentation criteria -topic approval forms -required materials list Note cards</p>	<p>Speech evaluation rubric  Peer Evaluation worksheet</p>	<p>Demonstration speeches- (3 per day) depending on class size, 8-10 days</p>
<p><b>Using your voice, Listening and Evaluating</b></p>	<p>CC.1.2.9–10.A CC.1.5.9–10.A CC.1.5.9–10.E</p>	<p><b>Chapter 3: Sound generators Resonance and resonators Articulation Pitch and Volume Rate and Quality</b> <b>Chapter 4: Critical listening Evaluating reasoning Propaganda techniques such as-</b></p> <ul style="list-style-type: none"> <li>• Hasty generalizations</li> <li>• False Premise and Analogies</li> <li>• Irrelevant Evidence</li> <li>• Transfer</li> <li>• Bandwagon</li> <li>• Name Calling</li> <li>• Card Stacking</li> </ul>	<p>Approved Textbook, <i>Speech for Effective Communication</i> Chapter 3 Using Your voice Chapter 4 Listening and Evaluating  Power point and handout for notes  Teacher selected exercises, activities and games (such as Linklater vocal exercises and listening games.)</p>	<p>Teacher prepared tests, quizzes, series available worksheets.  Series available assessments .  Teacher observation, participation, journaling.</p>	<p>8 days</p>

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<p><b>Getting Ready to Speak</b></p>	<p>CC.1.2.9–10.L CC.1.5.9–10.A</p>	<p><b>Generating and limiting a topic</b> <b>Understanding Your Audience</b></p> <ul style="list-style-type: none"> <li>• Supportive</li> <li>• Apathetic</li> <li>• Hostile</li> </ul> <p><b>Writing a thesis</b> <b>Supporting the Thesis</b></p> <ul style="list-style-type: none"> <li>• Facts vs Opinion</li> <li>• Examples</li> <li>• Anecdotes</li> <li>• Statistics</li> <li>• Comparisons</li> <li>• Quotations</li> </ul>	<p>Approved Textbook, <i>Speech for Effective Communication</i> Chapter 9</p> <p>Power point and handout for notes</p>	<p>Teacher prepared tests, quizzes, series available worksheets.</p> <p>Series available assessments.</p>	<p>4 days</p>
<p><b>Writing and Presenting an Informative Speech</b></p>	<p>CC.1.4.9-10.S CC.1.4.9-10.T CC.1.4.9-10.V CC.1.4.9-10.W CC.1.5.9-10.B CC.1.5.9-10.C CC.1.5.9–10.D</p>	<p><b>Apply knowledge: <i>Writing</i></b> <b>Generating and limiting a topic</b> <b>Writing a thesis</b> <b>Opening and closing moments</b> <b>Organizing you ideas</b> <b>Supporting and citing</b> <b>How to present Your Speech:</b> <b>Methods of delivery</b> <b>Eye Contact</b> <b>Opening and closing moments</b> <b>Vocal Skills</b> <b>Body language</b></p>	<p>Computer lab and Library</p> <p>Approved Textbook, <i>Speech for Effective Communication</i> Chapter 13</p> <p>Time and space for rehearsal in pairs</p>	<p>Speech evaluation rubric</p> <p>Peer Evaluation worksheet</p>	<p>Rehearsal- 2 days</p> <p>(4-6 speeches per day) depending on class size, 5-7 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<b>Quarter 2 Dramatic Literature</b>	CC.1.2.9–10.B CC.1.2.9–10.C CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.G CC.1.3.9–10.K	<b>Dramatic Literature:</b> <b>Bio and influence of Playwright</b> <b>Understanding Dramatic Structure</b> <ul style="list-style-type: none"> <li>• Aristotelian Elements</li> <li>• Act, scene</li> </ul> <b>Character Development and Function</b> <ul style="list-style-type: none"> <li>• Static and Dynamic characters (flat/round)</li> </ul> <b>Plot development</b> <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Arc</li> </ul> <b>Setting and Staging (production elements)</b> <ul style="list-style-type: none"> <li>• Scrim</li> <li>• Lighting</li> <li>• Blocking</li> <li>• Types of stages</li> </ul> <b>Text and Subtext</b> <ul style="list-style-type: none"> <li>• Aside</li> <li>• Intention/objective</li> </ul>	American Classic (i.e. <i>Glass Menagerie</i> by Tennessee Williams or <i>Our Town</i> by Thornton Wilder)  Selective elements from Approved Textbook, <i>Speech for Effective Communication</i> Chapter 21  Room set of play script  Handout and PowerPoint on playwright  Study guide/questions handouts, broken down by scene and/or act.  Videos of productions if available (can show a bit of multiple productions of the same play for comparison of acting, directing and productions styles and interpretations.)	Teacher prepared tests, quizzes, worksheets.  Teacher observation, student participation, journaling.	Playwright Bio 1 day  Dramatic Structure 2 days  Other elements covered during play reading 10 days  Written assessment 1-2 days

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<b>Improv (acting and speaking)</b>	CC.1.5.9–10.A CC.1.5.9–10.B CC.1.5.9–10.D CC.1.5.9–10.E CC.1.5.9–10.G	<b>Overcoming inhibition</b> <b>Working collaboratively</b> <b>Thinking on your feet</b> <b>Monitoring and adjusting to other actors and situations</b> <b>Verbal acumen</b> <b>Adapting to your audience</b>	Open playing area (ideally, stage or classroom without seats)  Teacher Selected Exercises and Activities such as Viola Spolin’s <i>Improv</i> , 30 Second Speeches, Stop and Go, Freeze Tag, Bus Stop. (Many others available online)	Teacher observation, student participation, journaling.	Initial introduction and practice 5 days  Revisited over the course of the quarter 5 days
<b>Learning to Speak to Persuade</b>	CC.1.2.9–10.F CC.1.2.9–10.J CC.1.2.9–10.L CC.1.5.9–10.A	<b>What is persuasive speaking</b> <b>Types of persuasion</b> <ul style="list-style-type: none"> <li>• Question of fact</li> <li>• Question of belief</li> <li>• Question of policy</li> </ul> <b>Applying logical reasoning</b> <b>Appealing to emotions</b> <b>Establishing credibility</b> <b>Ethical Standards</b> <b>Using and evaluating evidence</b> <b>Reinforce- adapting to audience and circumstances</b> <b>Deductive and Inductive organizational approaches</b> <b>Incorporating visual aids (i.e. handouts, power points, slides, etc.)</b>	Approved Textbook, <i>Speech for Effective Communication</i> Chapter 15  Power point and handout for notes	Teacher prepared tests, quizzes, worksheets.	5-7 days

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<b>Quarter 3 Writing to Persuade</b>	CC.1.4.9-10.S CC.1.4.9-10.T CC.1.4.9-10.V CC.1.4.9-10.W CC.1.5.9-10.B CC.1.5.9-10.C CC.1.5.9-10.D CC.1.5.9-10.G	<p><b>Apply knowledge: <i>Writing to Persuade</i></b></p> <p><b>Organizing you ideas Supporting and citing</b></p> <p><b>Review and Practice: Methods of delivery Eye Contact Knowing your Audience Opening and closing moments Vocal Skills Delivery Body language</b></p>	<p>Computer lab and Library</p> <p>Various teacher generated handouts to help determine topic, guide research and create outline.</p> <p>Approved Textbook, <i>Speech for Effective Communication</i> Chapter 13</p> <p>Time and space for rehearsal in pairs</p>	<p>Teacher handouts to be graded</p> <p>Speech evaluation rubric</p> <p>Peer Evaluation worksheet</p>	<p>1 week for writing</p> <p>3 days rehearsal</p> <p>Presentations- (4-6 speeches per day) depending on class size, 5-7 days</p>
<b>Persuasion in Advertising (Commercials)</b>	CC.1.2.9-10.F CC.1.2.9-10.H CC.1.2.9-10.J CC.1.5.9-10.A CC.1.5.9-10.D CC.1.5.9-10.E	<p><b>Review Persuasion vs. Propaganda techniques</b></p> <p><b>Identify techniques in current advertising</b></p> <p><b>Create a fictitious product (i.e. cereal, beverage, snack food) and design a package and advertising (either print or radio.)</b></p> <p><b>Present/Sell to the class</b></p>	<p>Copies of print advertisements</p> <p>Copies of television advertisements</p> <p>Examples of actual products and packaging</p> <p>Art and craft supplies</p>	<p>Teacher observation, student participation, journaling.</p> <p>Product evaluation rubric</p> <p>“commercial” evaluation rubric Peer Evaluation worksheet</p>	<p>2-3 days</p> <p>2-3 days</p> <p>Presentations- (4-6 speeches per day) depending on class size, 5-7 days</p>

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<p><b>Dramatic Literature</b></p>	<p>CC.1.2.9–10.B CC.1.2.9–10.C CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.G CC.1.3.9–10.K</p>	<p><b>Dramatic Literature: Review and further explore:</b> <b>Bio and influence of Playwright</b> <b>Understanding Dramatic Structure</b> <b>Character Development and Function</b> <b>Plot development</b> <b>Setting and Staging (production elements)</b> <b>Text and Subtext</b></p>	<p>American Classic (i.e. <i>A Raisin in the Sun</i> by Lorraine Hansberry or <i>The Children’s Hour</i> by Lillian Hellman)</p> <p>Room set of play script</p> <p>Handout and PowerPoint on playwright</p> <p>Study guide/questions handouts, broken down by scene and/or act .</p> <p>Videos of productions if available.</p>	<p>Teacher prepared tests, quizzes, worksheets.</p> <p>Teacher observation, student participation, journaling.</p>	<p>Playwright Bio 1 day</p> <p>Elements identified and discussed during play reading 10 days</p> <p>Written assessment 1-2 days</p> <p>Viewing</p>
<p><b>Improv (acting and speaking)</b></p>	<p>CC.1.5.9–10.A CC.1.5.9–10.B CC.1.5.9–10.D CC.1.5.9–10.E CC.1.5.9–10.G</p>	<p><b>Overcoming inhibition</b> <b>Working collaboratively</b> <b>Thinking on your feet</b> <b>Monitoring and adjusting to other actors and situations</b> <b>Verbal acumen</b> <b>Adapting to your audience</b></p>	<p>Open playing area (ideally, stage or classroom without seats)</p> <p>Teacher Selected Exercises and Activities such as Viola Spolin’s <i>Improv</i>, 30 Second Speeches, Stop and Go, Freeze Tag, Bus Stop. (Many others available online)</p>	<p>Teacher observation, student participation, journaling.</p>	<p>Revisited over the course of the quarter 5 days</p>

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<b>Quarter 4 Learning to Speak for Special Occasions</b>	CC.1.2.9–10.F CC.1.2.9–10.J CC.1.2.9–10.L CC.1.5.9–10.A CC.1.5.9–10.E	<b>Identify various Special Occasions for speeches and discern unique differences</b> <ul style="list-style-type: none"> <li>• Graduation</li> <li>• Introduction</li> <li>• Presentation</li> <li>• Acceptance</li> <li>• Commemorative /Eulogy</li> </ul>	Approved Textbook, <i>Speech for Effective Communication</i> Chapter 16  Power point and handout for notes  Video examples of various types of speeches	Teacher prepared tests, quizzes, worksheets.	2-3 days
<b>Writing for Special Occasions</b>	CC.1.4.9-10.S CC.1.4.9-10.T CC.1.4.9-10.V CC.1.4.9-10.W CC.1.5.9-10.B CC.1.5.9-10.C CC.1.5.9–10.D CC.1.5.9–10.G	<b>Instructor (or students with instructor) will select one type of Special Occasion Speech to write and present. (See list above.)</b> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Tone (formal, informal)</li> </ul> <b>Adapt speech to occasion and audience</b>	Computer lab and Library  Various teacher generated handouts to help determine topic, guide research and create outline.  Approved Textbook, <i>Speech for Effective Communication</i> Chapter 16  Time and space for rehearsal in pairs  Video Camera to record for in class critique.	Teacher handouts to be graded  Speech evaluation rubric  Peer Evaluation worksheet	2-3 days for research and writing  2days rehearsal  Presentations- (5-7 speeches per day) depending on class size, 4-6 days  Approx 2+ weeks total.

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<p><b>Oral Interpretation</b></p>	<p>CC.1.2.9–10.F CC.1.2.9–10.J CC.1.2.9–10.L CC.1.5.9–10.A CC.1.5.9–10.E CC.1.5.9–10.G</p>	<p><b>What is Oral Interpretation</b>  <b>How to select a piece of literature</b>  <b>How to analyze to determine meaning and mood</b>  <b>How to prepare to present</b></p> <p><b>What are <i>Choral Speaking</i> and <i>Reader’s Theater</i></b></p> <p><b>Demonstrate knowledge and understanding of Oral Interpretation techniques through a small presentation of student selected or instructor assigned literature</b></p>	<p>Approved Textbook, <i>Speech for Effective Communication</i> Chapter 20</p> <p>Power point and handout for notes</p> <p>Video examples of various types of Oral Interpretation presentations</p> <p>Selections from text or poetry texts or sites</p>	<p>Teacher prepared tests, quizzes, worksheets.</p> <p>Presentation evaluation rubric</p> <p>Peer Evaluation worksheet</p>	<p>5-7 days on text and examples</p> <p>2-3 days on student selection and rehearsal</p> <p>4-6 days on presentations</p> <p>Total approx 2-3 weeks</p>
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<p><b>Writing and Presenting a Personal Narrative</b></p>	<p>CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.H CC.1.4.9-10.K CC.1.4.9-10.L</p>	<p><b>Personal Narrative:</b> <b>What is it</b> <b>What is its purpose</b></p> <ul style="list-style-type: none"> <li>• <b>To entertain</b></li> <li>• <b>To make a point or teach a lesson/moral</b></li> <li>• <b>To support or refute a position</b></li> </ul> <p><b>How is it structured</b></p> <ul style="list-style-type: none"> <li>• <b>Hook</b></li> <li>• <b>Chronological sequence</b></li> <li>• <b>Lesson or moral/point</b></li> </ul> <p><b>Presenting from note cards instead of full text</b> <b>Reinforce best practices for presentations.</b></p>	<p>Power point and handout for notes</p> <p>Video and written examples of Personal Narratives available from teacher files or on-line.</p> <p>Student’s own personal experiences</p> <p>Notes on adapting full speech to note cards</p> <p>Note cards</p>	<p>Note cards to be graded</p> <p>Presentation evaluation rubric</p> <p>Peer Evaluation worksheet</p>	<p>2 days</p> <p>3 days</p> <p>3 days</p> <p>Total approx 1-2 weeks</p>
<p><b>Review for Final Exam</b></p>		<p>The written Personal Narrative, transfer to note cards and presentation, will be used to fulfill the Writing and Practical portions of the final exam and to demonstrate the student’s ability to apply the skills and concepts learned throughout the year</p> <p>The Written portion of the final exam will cover primarily vocabulary, essential knowledge, and the plays that were studied.</p>	<p>Access to student folders containing all tests, handouts, writing samples and graded presentation rubrics from the full year</p> <p>Instructor created review handout</p>	<p>Written final exam</p>	<p>8 days</p>