Drama I
Grades 9-12
LG 1 Dramatic Conventions

High Priority Standards
NCCAS Standards 2014 - Creating **Anchor Standard:** Generate and conceptualize artistic ideas and work. TH:CR1-I.b. Devise and justify alternative approaches that explore dramatic concept in non-traditional drama through improvisation, or a drama- or theatre-based work.

Learning Goal	Proficiency Scale

Students will be able to use dramatic conventions to construct solutions for a dramatic problem or theatre-based work.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
	
	Level 3: Student demonstrates mastery of the learning goal as evidenced by:
	• Employing tactics (such as verbal persuasion, physical force…) to overcome an obstacle in the script.
	• Choosing script-based interpretations of the character's vocal, physical and psychological traits.
	• Identifying possible choices in the production process based on production research.
	
	Level 2: Student demonstrates that he/she is nearing proficiency by:
	• Recognizing and recalling specific vocabulary, such as: obstacle roles, tactics, conventions, character, plot, setting, conflict, dialog, production research.
	• Performing processes such as:
	    o Identifying the role of 'obstacle' in the script.
	    o Identifying dramatic elements of character, plot, setting, conflict, and dialogue.

	o Interpreting ways that an obstacle could be overcome. Level 1: Student demonstrates limited understanding or skill with the learning goal.

Drama 1
Grades 9-12
LG 2 Artistic Choices

HIGH PRIORITY STANDARDS
NCCAS Standards 2014 - Responding **Anchor Standard:** Apply criteria to evaluate artistic work. TH:Re9-I.a. Investigate personal aesthetics, preferences, and beliefs through participation in and observation of a drama- or theatre-based work.

LEARNING GOAL	PROFICIENCY SCALE

Students will be able to make artistic choices in rehearsals and performances.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
	
	Level 3: Student demonstrates mastery with the learning goal as evidenced by:
	• Portraying a believable character in situations from improvised scenes.
	• Constructing spontaneous improvisations to solve creative challenges during rehearsals.
	• Communicating meaning by using character and back-story to engage an audience.
	
	Level 2: Student demonstrates he/she is nearing proficiency by:
	• Recognizing and recalling specific vocabulary, such as: improvisation, character development, monologue, scene, rising action, falling action.
	• Performing processes such as:
	  o Identifying how character choices can affect the final product.
	  o Preparing an improvisation.
	
	Level 1: Student demonstrates limited understanding or skill with the learning goal.

Drama 1
Grades 9-12
LG 3 Refining

HIGH PRIORITY STANDARDS
NCCAS Standards 2014 - Responding **Anchor Standard:** Apply criteria to evaluate artistic work. TH:Re9-I.b. Examine a drama- or theatre-based work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

LEARNING GOAL	PROFICIENCY SCALE
Students will be able to make artistic choices through observation, and research of drama and theater experiences.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery of the learning goal by: • Cataloging successful approaches that could be used in future work by documenting work and research over time. • Making choices based on script research, and inference of the context of the script. • Integrating feedback from directors, peers, self, and audience to improve future performances. Level 2: Student demonstrates that he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: catalog, context, pedagogy, technique. • Performing processes such as: o Identifying documentation and research as tools for making artistic choices. Level 1: Student demonstrates limited understanding or skill with the learning goal.

Drama 1
Grades 9-12
LG 4 Connecting

HIGH PRIORITY STANDARDS
NCCAS Standards 2014 - Connecting **Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art. TH:Cn10-I. c. Acknowledge the ideas of others when making creative decisions for a drama- or theatre-based work, while identifying cultural constructs and their impact on perception.

LEARNING GOAL	PROFICIENCY SCALE

Students will be able to understand actors' creative choices when observing theatrical productions.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
	
	Level 3: Student demonstrates mastery of the learning goal by:
	• Evaluating live and filmed performances to determine possible reasons for actors choices.
	• Comparing details and cultural representations as elements that shape the drama or theater work.
	
	Level 2: Student demonstrates that he/she is nearing proficiency by:
	• Recognizing and recalling specific vocabulary, such as: acting choices, stage composition, cultural diversity.
	• Performing processes such as:
	    o Identifying deliberate choices made by the actor (such as body language, stage movements).
	    o Identifying acting choices when observing theatre different from his\her personal cultural context.
	
	Level 1: Student demonstrates limited understanding or skill with the learning goal.

Course: Advanced Drama
Grade Level: 9-12
LG 1 Dramatic Conventions

High Priority Standards
NCCAS Standards 2014 - Artistic Process: Creating **Anchor Standard:** Refine and complete artistic work.

Learning Goal	Proficiency Scale
Students will be able to utilize alternative approaches to a dramatic concept.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: - Critiquing and applying multiple character, design or production choices that could alter the impact of a drama or theatrical work. - Articulating the rationale for artistic choices concerning historical periods, genres, and playwrights. - Explaining and justifying the concepts of form and structure to write a play that includes full character development, believable dialogue, and plot outcomes. Level 2: Student demonstrates he/she is nearing proficiency by: - Recognizing and recalling specific vocabulary, such as: genre, playwright, character development, production. - Performing processes such as:

	o Identifying design or production choices that may alter the impact of a drama or theatrical work. o Identifying the rationale for artistic choices. o Applying the concepts of form and structure to write a play. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Advanced Drama
Grade Level: 9-12
LG 2 Artistic Choices

High Priority Standards
NCCAS Standards 2014 - Responding **Anchor Standard:** Apply criteria to evaluate artistic work.

Learning Goal	**Proficiency Scale**
Students will be able to recognize and interpret artistic choices and personal reactions to theater work.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: • Determining personal aesthetic choices to develop drama and/or theater performances. • Reflecting on one's own work over time to identify successful approaches that could be replicated. • Identifying successful approaches that could be applied in the development of future work. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: reflection, journaling, aesthetics, evidence. • Performing processes, such as:

	o Comparing and contrasting personal aesthetic choices to develop drama and/or theater performances. o Reflecting on one's own work over time. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets
Students know how to: • Document reflections of work over time

Course: Advanced Drama
Grade Level: 9-12
LG 3 Refining

High Priority Standards
NCCAS Standards 2014 - Performing, Presenting, Producing **Anchor Standard:** Analyze, interpret and select artistic work for presentation**.** (Rehearse, revise, and refine drama processes or theatre experiences through observation, reflection, and problem solving.)

Learning Goal	Proficiency Scale
Students will be able to prepare and refine a drama or theatre-based work using existing styles or genres.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: • Examining the choices made for multiple objectives of a character, and justifying the layered emotions for a character directly connected to the needs of the drama- and/or theatre-based event. • Executing a variety of genres such as scripted plays, monologues or ensemble work. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: original works, scripted plays, scenes, monologues, ensemble work, purposeful movement, vocal control.

	• Performing processes such as:
	   ○ Acting as a character in situations from devised, improvised and scripted original plots.
	   ○ Identifying the choices made for multiple objectives of a character.
	   ○ Identifying previously explored conventions to attempt to demonstrate the ability to perform.
	
	Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Advanced Drama
Grade Level: 9-12
LG 4 Integration of Art forms

High Priority Standards
NCCAS Standards 2014 - Connecting **Anchor Standard:** Communicate a critical awareness of how relationships between drama processes, theatre experiences, and the world are made.

Learning Goal	Proficiency Scale
Students will understand the influence of theater arts on society.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: • Describing how a new understanding of the world, self and others may emerge after acting in a drama or theater based work. • Articulating how personal beliefs are formed by, and inform, interactions across cultural borders during a devised or theater based event. • Developing ideas to promote cross-cultural communication through theater. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary: cross-cultural, belief systems, conventions. • Performing processes such as: ○ Identifying personal beliefs that might inform how the world is

	viewed.
	o Observing and discussing how changes might occur in belief systems or attitudes influenced by a devised or theater based event.
	Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Advanced Drama II
Grade Level: 9-12
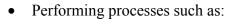LG 5 Directing

HIGH PRIORITY STANDARDS
NCCAS Standards 2014 – Creating **Anchor Standard:** Organize and develop artistic ideas and work. Communicate a critical awareness of how relationships between drama processes, theatre experiences, and the world are made.

LEARNING GOAL	PROFICIENCY SCALE
Students will be able to direct a play.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: • Using, explaining and justifying the concepts of the one-act form. • Creating full character development, believable dialogue and plot outcomes. • Determining and applying casting, staging and technical requirements for a performance. Level 2: Student demonstrates he/she is nearing the proficiency by: • Recognizing and recalling specific vocabulary, such as: character development, plot outcomes, staging, casting, auditioning, dialogue, lighting, costumes, make-up.

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- Performing processes such as:
  - o Identifying and explaining the concepts of the one act form.
  - o Using the concepts of character development, believable dialogue.
  - o Identifying casting, staging and technical requirements for a performance.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

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Course: Advanced Drama III
Grade Level: 9-12
LG 6: Auditioning

<table>
<tr><td colspan="2" align="center">HIGH PRIORITY STANDARDS</td></tr>
<tr><td colspan="2">

NCCAS Standards 2014 -
Connecting
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
TH:Cn11-III. f. Defend how personal beliefs and biases affect the interpretation of basic qualitative and quantitative data used in researching a drama- or theatre-based work.

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<tr><td align="center">LEARNING GOAL</td><td align="center">PROFICIENCY SCALE</td></tr>
<tr>
<td align="center">Student will be able to choose, edit, refine, and present theater material.</td>
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Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Analyzing requirements and preparing audition materials for a variety of situations (such as university auditions, work opportunities…).
- Reflecting on personal performances to clarify focus and style.

Level 2: Student demonstrates he/she is nearing the proficiency by:

- Recognizing and recalling specific vocabulary, such as: admission, scholarship, critique, reflect, repertoire, audition, cutting.
- Performing processes such as:
  - Editing and preparing appropriate material.

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	o Practicing final selections and performing in front of peers for critique. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Technical Theater
Grade Level: 9-12
LG 1 Design and Production

HIGH PRIORITY STANDARDS
NCCAS Standards 2014 **Creating** **Anchor Standard:** Refine and complete artistic work TH:Cr3-II. c. Create and refine technical choices during the course of the rehearsal process that support the emotional impact of a devised or scripted drama- or theatre-based work

LEARNING GOAL	PROFICIENCY SCALE

Students will be able to design scenic elements for plays or musicals.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
	
	Level 3: The student demonstrates mastery with the learning goal as evidenced by:
	• Creating aesthetically appropriate scenic designs.
	• Planning for the execution of scenic designs in a production.
	• Meeting and completing individual design deadlines in hierarchal task order in a production.
	
	Level 2: Student demonstrates he/she is nearing proficiently by:
	• Recognizing and recalling specific vocabulary, such as: hierarchal tasks, sequence, design construction, scene, aesthetic, production.
	• Performing processes such as:
	   o Identifying the sequence of designs in a production.
	   o Completing partial individual design deadlines or tasks in a production.
	
	Level 1: Student demonstrates limited understand or skill with the learning goal.

Course: Technical Theater
Grade Level: 9-12
LG 2 Scene Design

<table>
<tr><td colspan="2" align="center">HIGH PRIORITY STANDARDS

NCCAS Standards 2014
Create
Anchor Standard: Organize and develop artistic ideas and work.
TH:Cr2-II.c. Revise and refine staging and technical elements to alter dramatic impact in a drama- or theatre-based work.</td></tr>
<tr><td align="center">LEARNING GOAL</td><td align="center">PROFICIENCY SCALE</td></tr>
<tr><td>Students will be able to analyze theatrical literature for scenic design production.</td><td>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: The student demonstrates mastery with the learning goal as evidenced by:
• Analyzing dramaturgical research to determine past applications and justify new designs.
• Innovating with research-based designs for a scripted theater piece.

Level 2: Student demonstrates he/she is nearing proficiently by:
• Recognizing and recalling specific vocabulary, such as: dramaturgical literature, theatrical scenes, reviews, pictures, plays, scripts
• Performing processes such as:
    o Identifying dramaturgical research.

Level 1: Student demonstrates limited understand or skill with the learning goal.</td></tr>
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Learning Targets

Students know how to:
- Compile research-based design ideas for future use.

Course: Technical Theater
Grade Level: 9-12
LG 3 Production Meetings

HIGH PRIORITY STANDARDS
NCCAS Standards 2014 **Create** **Anchor Standard:** Organize and develop artistic ideas and work. TH:Cr2-8.c. Support risk taking of self and others, share leadership, contribute, accept, and incorporate the ideas of others in developing a collaborative drama or theatre work.

LEARNING GOAL	PROFICIENCY SCALE
Students will be able to use the elements of scenic design.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: • Using production meetings to brainstorm, discuss, and justify design decisions. • Creating thumbnail drawings and drafts of production designs. • Creating color renderings with legends. Level 2: Student demonstrates he/she is nearing proficiently by: • Recognizing and recalling specific vocabulary such as: drawing, draft, legend, render. • Performing processes such as: ○ Identifying and reading thumbnail drawings, drafts, legends, and renderings in production meetings. Level 1: Student demonstrates limited understand or skill with the learning goal.

Course: Technical Theater
Grade Level: 9-12
LG 4 Post-production Reflection

HIGH PRIORITY STANDARDS
NCCAS Standards 2014 **Responding** **Anchor Standard:** Apply criteria to analyze artistic work. TH:Re9-II.c. Verify how a drama- or theatre-based work communicates for a specific purpose and audience.

LEARNING GOAL	PROFICIENCY SCALE

Students will be able to use post production reflection to critique scenic designs.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
	
	Level 3: Student demonstrates mastery with the learning goal as evidenced by:
	• Critiquing the success of a production by reflecting on the effect of the stage design, production design, and stage crew performance.
	• Examining post production reflection to improve design.
	
	Level 2: Student demonstrates he/she is nearing proficiently by:
	• Recognizing and recalling specific vocabulary, such as: critique, production, scenic crew, stage design.
	• Performing processes such as:
	    o Discussing stage design after the production.
	    o Identifying ways the design could work better.
	
	Level 1: Student demonstrates limited understand or skill with the learning goal.

Course: Advanced Speech and Debate
Grade Level: 9-12
LG 1 Voice

High Priority Standards

Missouri Literacy Standards

ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Learning Goal	Proficiency Scale

Students will be able to use voice to impact the content of a speech.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
	
	Level 3: Student demonstrates mastery with the learning goal as evidenced by:
	
	• Applying consistent vocal control over volume, rate, and diction.
	• Creating different effects with a speech by varying tone, pace and enunciation.
	
	Level 2: Student demonstrates he/she is nearing proficiency by:
	
	• Recognizing and recalling specific vocabulary, such as voice, volume, rate, tone, mood, style, enunciation, pace, diction.
	• Performing processes such as:
	   o Using-intermittent control over volume, rate and diction.
	   o Identifying how the elements of the voice can impact or change the message of a speech.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Advanced Speech and Debate
Grades 9-12
LG 2: Formulate and Compose Speeches

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<p align="center">High Priority Standards</p>

Missouri Learning Standards

ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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<th>Learning Goal</th>
<th>Proficiency Scale</th>
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Students will be able to compose a variety of speeches.
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Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Developing composition ideas using techniques such as divergent/convergent thinking.
- Creating examples of drafts, revisions, and feedback in the composition process.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: draft, revise, feedback, divergent, composition, logic, convergent.
- Performing processes such as:
  - Identifying brainstorming and divergent/convergent thinking, as a composition tool.
  - Explaining drafting, revision, and feedback in the composition
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	process.
	Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Advanced Speech and Debate
Grades 9-12
LG 3 Public Speaking

<table>
<tr><td colspan="2" align="center">High Priority Standards</td></tr>
<tr><td colspan="2">Missouri Learning Standards

ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td></tr>
<tr><td align="center">Learning Goal</td><td align="center">Proficiency Scale</td></tr>
<tr><td>Students will be able to develop and apply public speaking skills.</td><td>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

Speaking with consistent microphone technique, audience adaptation, and vocal techniques.
Questioning and interviewing to obtain the best and most accurate information.
Creating a speech for a specific audience or task.
Level 2: Student demonstrates he/she is nearing proficiency by:

Recognizing and recalling specific vocabulary, such as: microphone, vocal technique, audience adaptation, question, interview.
Performing processes such as:</td></tr>
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	o Explaining audience adaptation, interview skills, and speech development process. o Identifying key elements of being a good public speaker Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Advanced Speech and Debate
Grade Level: 9-12
LG 4: Persuasive Technique

High Priority Standards
Missouri Learning Standards **ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Learning Goal	Proficiency Scale
Students will be able to use the spoken word to affect emotions.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: • Selecting persuasive techniques to influence an audience. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such: persuasive, live audience, public service. • Performing processes such as: o Identifying the use of the persuasive techniques. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Advanced Speech and Debate
Grade Level: 9-12
LG 5: Lincoln Douglass and Public Forum Debates

High Priority Standards
Missouri Learning Standards **ELA-LITERACY.SL.9-10.1.B** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Learning Goal	Proficiency Scale
Students will be able to apply debate styles to construct arguments and cases.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: • Debating in Public Forum style format and Lincoln Douglas style format. • Improvising during a debate to continue the argument or strengthen a claim. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: debate style, argument, public forum format, Lincoln Douglas format, case claim, resolution, evidence. • Performing processes such as:

	o Writing anticipatory questions that the opposite side of the debate might pose.
	Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Advanced Speech and Debate
Grade Level: 9-12
LG 6 Competitive Speech

<table>
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Missouri Learning Standards

ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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<tr><td align="center">Learning Goal</td><td align="center">Proficiency Scale</td></tr>
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Students will be able to deliver a persuasive speech in competition.
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Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Creating a sound argument grounded in policy and values.
- Delivering compelling speeches using persuasive techniques such as rhetorical questions, rule of 3, explicitly stated facts.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: values, policy, persuasive, rhetorical questions, rule of 3, explicitly stated facts.
- Performing processes such as:
  - Explaining competitive debate styles.
</td></tr>
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	o Identifying and explaining persuasive techniques used in debates. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Advanced Speech and Debate
Grade Level: 9-12
LG 7 Advanced Skills

High Priority Standards
Missouri Learning Standards **ELA-LITERACY.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **ELA-LITERACY.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal	Proficiency Scale
Students will be able to develop a formal debate.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: • Developing debate resolutions. • Researching and finding evidence for claims. • Constructing a full debate case with cited evidence. • Constructing a well-developed reflection based on the audience critiques. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: claim, debate,

	evidence, resolution.
	• Performing processes such as:
	    o Identifying debate resolutions.
	    o Stating claims.
	    o Constructing a debate case with adequate or substantiated evidence.
	    o Reflecting on audience critiques.
	
	Level 1: Student demonstrates a limited understanding or skill with the learning goal.