

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

Oral Interpretation I, II, III Year at a Glance

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