



Fairfield Ludlowe High School - Fairfield Warde High School
PERFORMANCE STUDIO IV

Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

Students in this course will read, study, and perform selections by important representative modern playwrights from a list that includes, among others: Henrik Ibsen, Anton Chekhov, George Bernard Shaw, Tennessee Williams, Arthur Miller, August Wilson, David Ives, and others. In this study of the classics of foreign Dramatic Literature, students will have required readings, research, and analyses, accompanied by in-depth monologue and scene study. The final project for the course will be a presentation of a scene, monologue, or song of the student's choice.

COURSE OBJECTIVES

Students should:

- read, research, and discuss various works of drama
- identify why we read and study works of drama
- apply what has been learned from studying written scenes and monologues to individual acting

UNITS OF STUDY

- The Portfolio
- Unit 1: Across the Pond
- Unit 2: Witches and Fences and Fur, Oh My!

COURSE POLICIES AND REQUIREMENTS

GRADING

Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior (see FPS BOE [Policy 6154.1AR](#))

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- 90% will be based on assessments

End of Course Grade

- 80% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.
- 20% of the Semester course grade will be based on the Final Assessment.

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and late work.

MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

EXPECTATIONS OF STUDENTS

[FPS District Guidelines for use of A.I.](#)

Insert Course Expectations Here (including those for the use of AI in your class. See the AI guidelines for consistent language)

WRITING CONFERENCES

Writing conferences are meetings between an English teacher and student outside of class to discuss the student's work. They are an integral part of the Fairfield Public Schools' high school English program. Each student is required to participate in at least one writing conference per semester and at least three throughout the year.

When should students schedule conferences?

Writing conferences can occur during any stage of the writing process: generating ideas, gathering evidence, drafting, editing, revising, and reflecting. A student might use a writing conference to deepen understanding and hone skills, including conceptual understanding, logical thinking, organization, development of ideas, integration of support and detail, grammar, and/or mechanics. For some assignments, teachers might require students to schedule conferences. **For the first conference of the semester, I am happy to work with you on your ideas or drafts of College Application essays.**

How do students schedule conferences?

Sign up for Writing Conferences using the "Writing Conference" App on Classlink.

Can students schedule conferences to discuss reading assignments?

Yes. Developing and deepening an understanding of course content are inextricably connected to writing assignments.

Are students limited to three writing conferences each school year?

No. Students may schedule more than three writing conferences as long as teachers have room in their schedules and the opportunity to meet with all of their students.

Are writing conferences a part of English elective courses?

Yes. Students in English electives are expected to participate in writing conferences.