

San Jacinto Unified School District New Course Proposal

For more information on how to complete this form please contact:

Janet Covacevich

Director, Secondary C & I

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jcovacevich@sanjacinto.k12.ca.us

Your email address (sseward@sanjacinto.k12.ca.us) was recorded when you submitted this form.



Signature Page must be printed and wet signed

Access Signature Page at this link <https://docs.google.com/a/sanjacinto.k12.ca.us/document/d/1TO2G1fXxR6WGNhinPY-oNaxtY130cZHUOjTT3Ntv5Zg/edit?usp=sharing>

School *

SJHS

New Course Proposal Submitted By: *

Seward

Course Title *

IB Theater SL

Transcript Title (15 characters or less) *

Please be sure to count each character and spaces used to be no more than 15.

IB Theater SL

Course Code (assigned by Data Management, extension 4221):

IB6200

Academic Department *

Visual-Performing Arts

Graduation Requirement Met *

Foreign Language - Fine Arts ▼

Honors (*note: Honors courses seeking A - G status must offer a non-Honors equivalent course) *

Yes ▼

Grade Level (check all that apply) *

☐ 6th

☐ 7th

☐ 8th

☐ 9th

☒ 10th

☒ 11th

☒ 12th

Pre-Requisite (list all that apply) *

IB Placement

Co-Requisite (list all that apply) *

n/a

Possible credits *

10 - year long class ▼

Course Learning Environment *

☒ Classroom Based

☐ Online/Hybrid

CALPADS Course Code (assigned by Data Mgt.)

9095

Career Technical Education Courses

Will this course be part of CTE Pathways? *

No ▼

Is this an Integrated Course (Academics with Career Technical Education) *

No ▼

CTE Courses Only: Indicate the Level of the Course:

▼

CTE Courses Only: Indicate the Industry Sector

▼

CTE Courses Only: Career Pathway & Code Pathway Name

Submitting Courses That are Program Status, Courses Modeled After Another Institution, or Online, or AP

Course Plans for Program Status, Online, or AP must be attached to this form.

Will this course meet any of the descriptors above? *

Yes ▼

Program Status Courses (can be auto approved) - Name the Exact Program and Course Title:

IB Theater SL

Submitting a Course Modeled After Another Institution:

When modeling after another institution's course, you will also need to enter a course overview specific to San Jacinto Unified School District as well as course content specific to SJUSD.

Any course modeled after another institution's course will not move forward until it has been written to reflect SJUSD's unique needs.

Submitting a course modeled after another institution.

Which school and ATP code? Must state exact course title.

Adopt an Online Publisher Course

Adopt a Program Status Course

Advanced Placement (AP) Courses Only: Please answer the following questions:

This section only applies to AP courses.

AP Courses Only: Date Submitted to CollegeBoard for AP Audit:

Exact Course Title

CollegeBoard Authorization Code

Course Content

Please note: There are not specific requirements regarding the number of units each course should have. For reference: University of California A-G Guide: <http://www.ucop.edu/agguide/a-g-requirements/index.html>
Copy and paste the link into your web browser for course samples.

Course Overview: Provide a brief summary (3 - 5 sentences) of the course's content. *

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Program

Theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

For EACH UNIT of the course, please provide:

1. A unit title
2. A concise 3 - 5 sentences describing the topics being addressed that demonstrate the critical thinking, depth, and progression of the content covered.
3. A brief 3 - 5 sentences summarizing a key assignment from this unit and covering:
 - a. how a student will complete this assignment
 - b. what a student will produce
 - c. what the student will learn

Most importantly, use the unit(s) and key assignment(s) to demonstrate that the course meets the subject specific course criteria on the A - G Guide.

Units (outline each unit in the section provided. Indicate new units with a number and title) *

Core Areas

The theatre syllabus at SL and HL consists of three equal, interrelated areas: These core areas, which have been designed to fully interlink with the assessment tasks, must be central to the planning and designing of the taught program developed and delivered by the teacher. Students are required to understand the relationship between these areas and how each area informs and impacts their work in theatre.

Students are required to approach these areas from the perspectives of each of the following specialist theatre roles:

- creator
- designer
- director
- performer.

Presenting theatre

Students will study the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience.

Through the presenting theatre area, students will:

- apply their practical theatre skills, either individually or collaboratively, through a range of formats
- present their ideas about theatre and take part in theatre performances
- understand and appreciate how artistic choices can impact on an audience."

Theatre in context

By studying Theatre in Context the students' develop an understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these

affect and influence creating, designing, directing, performing and spectating. Through the theatre in context area, students will:

- understand the contexts that influence, inform and inspire their own work as theatre-makers and that determine the theatre that they choose to make and study
- experience practically and critically appreciate the theoretical contexts that inform different world theatre practices
- be informed about the wider world of theatre and begin to understand and appreciate the many cultural contexts within which theatre is created.”

Theatre Processes

Students explore the skills, techniques and processes involved in theatre-making. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of others; creators, designers, directors and performers.

Through the theatre processes area, students will:

- be informed about the various processes involved in making theatre from the perspectives of the specialist theatre roles (creator, designer, director and performer)
- observe and reflect on processes used in different theatre traditions and performance practices
- develop a range of skills required to make and participate in theatre.

Presenting theatre This area of the syllabus addresses the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience.

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Course Materials

Provide the COURSE MATERIALS that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the COURSE CONTENT section. Some subject areas and disciplines require courses to include specific course materials. Please refer to the subject course criteria in the link above and/or the California Department of Education (<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>) for more information.

Course Material

Please access the hyperlinked Google Slide deck for a sample of the required information for any course materials that will be used in the course.

Google Slide Deck Link w/samples

<https://docs.google.com/a/sanjacinto.k12.ca.us/presentation/d/1LaBuMtWAqL9bMaPKGQ8ooRZ6AZOLtS2PV0HGPudpYqo/edit?usp=sharing>

Select Course Material (select all that apply) *

- ☒ Textbook
- ☒ Literary Text
- ☐ Manual
- ☐ Periodical
- ☐ Scholarly Article
- ☒ Website
- ☒ Primary Document
- ☐ Multimedia
- ☐ Other

Course Material: Primary *

TBD Based on IB/Teacher Determination

Course Materials: Additional (if applicable)

A-G Courses

For courses seeking A - G status please answer the questions below

Is this course being submitted for A-G status? *

Yes ▾

Subject for A - G status

- ☐ "A" History/Social Science
- ☐ "B" English
- ☐ "C" Mathematics
- ☐ "D" Lab Science
- ☐ "E" Language Other Than English
- ☒ "F" Visual and Performing Arts
- ☐ "G" Elective

Name the Discipline (i.e. US History, LOTE, Theater, etc.)

Theater

Is this an Integrated Course (Academics with Career Technical Education)

- ☐ Yes
- ☒ No

Does this course need to be retro-activated to a previous year?

No ▾

If yes, which year(s)?

- ☐ 2017-2018
- ☐ 2016-2017
- ☐ 2015-2016
- ☐ 2014-2015

Final Review

Please review your course prior to submission to ensure it meets all requirements, courses will not be moved forward until they have provided all the required information.

End of Course Submission

Before you submit, please verify that you have completed all required components for submission.

[Quoted text hidden]

IB Theater Course Description

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Program

Theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre as participants and audience members they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

Students will find they often can choose the role that they wish to participate from in a unit from costumer, to lighting or sound designer, writer, set artist or actor to name a few.

Aims and Objectives

The aims of the arts subjects are to enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

Theatre aims

The aims of the theatre course at SL and HL are to enable students to:

- explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- understand and engage in the processes of transforming ideas into action (theatre processes)
- develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)

Objectives

Assessment objective 1: demonstrate knowledge and understanding of specified content

- Describe the relationship between theatre and its contexts
- Identify appropriate and valuable information from research for different specialist theatre roles (creator; designer; director; performer)
- Present ideas, discoveries and learning, gained through research and practical exploration to others

Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- Explain the relationship and significance of the integration of production, performance and research elements
- Explore and demonstrate different ways through which ideas can be presented and transformed into action
- Explain what has informed, influenced and had impact on their work

Assessment objective 3: demonstrate synthesis and evaluation

- Evaluate their work and the work of others
- Discuss and justify choices
- Examine the impact their work has had on others

Assessment objective 4: select, use and apply a variety of appropriate skills and techniques

- Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles (creator; designer; director; performer)
- Demonstrate organization of material including use and attribution of sources
- Demonstrate the ability to select, edit and present work appropriately"2

Overview of the course

Core Areas

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- creator
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Theatre in context By studying Theatre in Context the students’ develop an understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre- making and the ways in which these affect and influence creating, designing, directing, performing and spectating.

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- determine the theatre that they choose to make and study
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The curriculum in Year 1 will prepare student for the following topics and assessments in Year 2:

Solo theatre piece: Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4-8 minutes) based on this aspect(s) of theory.

Director’s notebook: Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.

Research presentation: Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.

Collaborative theatre project: Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13 to 15 minutes) for and to a specified target audience, created from a starting point of their choice.”⁵

Engaging with sensitive topics

Studying theatre allows the opportunity for students to engage with exciting, stimulating and personally relevant topics and issues. However, it should be noted that often such topics and issues can also be sensitive and personally challenging for some students. The teacher is aware of this and will provide guidance on how to approach and engage with such topics in a responsible manner. Consideration is given to the personal, political and spiritual values of others, particularly in relation to race, gender or religious beliefs.

As part of the collective consideration of West Sound Academy, theatre students will be supported in maintaining an ethical perspective during their course. The instructor will be vigilant to ensure that work undertaken by the students does not damage the environment, include excessive or gratuitous violence or reference to explicit sexual activity.

Internal Assessment

Students will be assessed in variety of ways in preparation for the formal IB assessments. All forms of assessment will utilize the same types of projects/research/papers and practices outlined by the IBO.

Minor assessments will consist primarily of reading quizzes and discussion grades based upon the quality and frequency of student participation. Major assessments will most commonly consist of essay responses to IB- style assessments.

External Assessment

All students will undertake three assessments in the second year of the program, with HL students undertaking one further assessment. This is the only difference to the HL and SL student.

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GRADING: 40%: Minor Assessments (Quizzes, Discussions, Journal, Daily Assignments) 40%: Major Assessments (Performance, Presentations, Essays, Major Projects, Papers) 20%: Final Exam

Text and Supplies:

- Theatre in Practice – A Student's Handbook by Nick O'Brien and Annie Sutton
- Theatre journal - to keep track of lecture notes, handouts, assignments, quizzes, and to keep a journal of the theatrical journey.
- Writing instruments (Pens, pencils, colored pencils, sharpies, crayons), as well as rulers
- Computer storage device for your assignments.

Academic Dishonesty:

Plagiarism or any other form of cheating is a violation of the West Sound Academy Plagiarism rule and is not tolerated. Those who cheat automatically receive a zero on the assignment in question and are referred to the Head of School for further consequences.

Late Work and Work Missed for Excused and Unexcused Absences:

Make up work will be allowed for students with excused. You will have two days for everyday you were absent to make up work. If you have an unexcused absence, you can make up the work and turn it in but will be counted as late work. I will accept late work up to two weeks after the assignment is due. You will only get half credit maximum for any late work handed in.

Although students will be given the amount of time described above if it is necessary, all homework assigned in this class is intended to prepare for the following class. If it is at all possible, students who have missed class should complete and reading assignments or other homework before attending the following class in order to make sure that they fully understand and are prepared for what is covered in that class. Assignments and materials are almost always posted in RenWeb or on the class web page, so these are the first locations students should check if they miss a class. Also, it is also recommended to email the instructor if there are questions or a student needs clarification on missed work.

***Please be aware that attendance also affects your grade. Many of the projects in the class are GROUP projects. If you have poor attendance, you affect everyone in the group, and you may NOT be able to make up the work without the group. Group participation is required!



New Course Signature/Approval Page

- I. Suggested Course Title: IB Theater SL
- II. Department(s): Visual & Performing Arts
- III. School: SJHS
- IV. School Committee Members:
- | | |
|---------------------------------|-----------------------------------|
| a. Name: <u>Jessica McCarty</u> | Signature: <u>Jessica McCarty</u> |
| b. Name: <u>Matthew Corum</u> | Signature: <u>Matthew Corum</u> |
| c. Name: <u>Justin Carrigan</u> | Signature: <u>Justin Carrigan</u> |
| d. Name: <u>Seward</u> | Signature: <u>Seward</u> |
| e. Name: _____ | Signature: _____ |
- V. Committee Meeting Date(s): 11/5, 11/19, 10/17
- VI. Department Chair Signature:
- | | | |
|----------------------------|------------------------------|-----------------------|
| a. Name: _____ | Signature: _____ | Date: _____ |
| b. Name: <u>W. Simchuk</u> | Signature: <u>W. Simchuk</u> | Date: <u>12/11/19</u> |
- VII. Principal Signature:
- | | | |
|-------------------------------|---------------------------------|-----------------------|
| a. Name: <u>Courtney Hall</u> | Signature: <u>Courtney Hall</u> | Date: <u>12/11/19</u> |
|-------------------------------|---------------------------------|-----------------------|
- VIII. Course Proposal Reviewed by Educational Services:
- | | | |
|--|------------------|-----------------------|
| a. Director, Educational Services: <u>Janet Covacevich</u> | Signature: _____ | Date: <u>12/19/19</u> |
| b. Assistant Superintendent of Educational Services: _____ | Signature: _____ | Date: <u>2/2/2020</u> |
- IX. Course Proposal Approved by the Board of Trustees:
- | | | |
|---|------------------|-------------|
| a. SJUSD Board of Trustees President: _____ | Signature: _____ | Date: _____ |
|---|------------------|-------------|