



Curriculum Proposal for Board of Education Curriculum Committee

Guidelines for Curriculum Proposal

Please provide clear, concise, and thorough statements for each of the following that apply.

- A. Current Curricular Description**
- B. Standards for Learning**
- C. Expected Student Learning Outcomes**
- D. Time Requirements**
- E. Personnel Requirements**
- F. Facilities/Equipment Requirements**
- G. Teaching Strategies and/or Methodologies**
- H. Material/Textbook Needs**
- I. Costs**
- J. Schedules**
- K. Evaluation Procedures**
- L. Follow-up**
- M. Other Staff Affected**

Building Administrator: Bobbi Jo Stoner

Date: 12/14/2025

Dept./Gr. Level Chair: Lisa Ouellette

Date: 12/14/2025

Other Staff Affected: n/a

CURRICULUM PROPOSAL FORM

Proposal must be submitted to the Director of Curriculum & Instructional Technology

2 weeks prior to presentation before the Board of Education Committee

Proposal / Course Title: Unscripted: Theatre for Everyone and Everyday Life

Staff Member Requesting: Lisa Ouellette

Department/Grade Level: Drama, 9-12

THIS IS A PROPOSAL FOR (*italicize all that apply*):

New Course Course Content Change Instructional Methods Change Textbook Review or Change Other

Number of Classes: 1 section, elective

Total Number Students: 30 students

Total Number of Teachers: 1

Requirements (facilities, materials, textbooks, anticipated costs, equipment): Drama classroom

A Current Curricular Description

In a way that often feels more like play and less like work, theatre activities build a powerful mix of skills that are transferable to our many life experiences: communication, creativity, adaptability, active listening, teamwork/collaboration, discipline, confidence, critical thinking, and more! In this class, you will be introduced to a number of theatre activities (all requiring no or minimal memorization) in a non-threatening environment to enhance your interpersonal communication skills and get a taste of different types of performance. This course combines elements of storytelling, speech, and improvisation.

B. Standards for Learning

ART.T.II.HS.1 Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.

ART.T.II.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences.

ART.T.III.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.

ART.T.III.HS.2 Compare and demonstrate various classical and contemporary acting techniques and methods.

ART.T.III.HS.4 Develop multiple interpretations and visual, aural, and multi-media production choices for scripts and production ideas and choose those that are most interesting.

ART.T.III.HS.7 Identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

ART.T.III.HS.8 Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices including visual and aural components influenced by the use of technology.

ART.T.III.HS.9 Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions.

ART.T.IV.HS.5 Analyze the effect of personal cultural experiences on their dramatic work.

ART.T.V.HS.1 Describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, multi-media, and the visual arts.

ART.T.V.HS.3 Integrate several arts and media in informal presentations.

ELA Speaking and Listening Standards

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 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.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

C. Expected Student Learning Outcomes:

1. Enhance soft skills inherent in theatre studies (see curricular description).
2. Understand traditional theatre practices (storytelling, improv, speech)
3. Utilize physical and vocal techniques to command audience attention
4. Understand how to craft compelling narratives and use voice effectively to communicate
5. Collaborate constructively within an ensemble, understanding group dynamics
6. Adapt to unexpected scenarios and situations with flexibility and a willingness to, potentially, fail.
7. Generate creative solutions to problems and situations
8. Evaluate the ability to communicate and express for peers and self

D. Time Requirements: 1 Trimester

E. Personnel Requirements: 1 teacher

F. Facilities and Equipment Requirements: Drama room black box

G. Teaching strategies and methodologies:

1. Participation in theatre games and activities

2. Direct Instruction
3. Performances (individual and group)
4. Presentations (individual and group)
5. Feedback and continued practice

H. Materials and Textbook needs:

N/A

I. Costs:

N/A

J. Schedules:

1 section, elective

K. Evaluation Procedures:

1. Formative assessments: check ins, practice in group, discussions
2. Summative assessments: performances/projects with a rubric given

L. Follow up:

N/A

M. Other staff affected:

N/A