

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
**Educational Services**

**Course of Study Information Page**

Course Title: English 4 -- Postmodern Drama	
Rationale: This course will provide fourth-year English students an in-depth study of modern and, primarily, postmodern dramatic literature, not currently available in the district's course offerings. Plays studied will be different from those taught as part of the core literature in 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade English classes.	
Course Description: The course will begin with an overview of modern drama to provide the background for postmodern drama, a movement that reacted against it. Multicultural in focus, the course will include complete units in Contemporary British Theatre, Women and Theatre, African-American Theatre, and World Theatre, as well as supplementary study and materials on the theatre of other cultures. Students will develop their reading, writing, listening, and speaking skills as they understand the dramatic literature of diverse cultures, the styles and contributions of major playwrights, and the way a play incorporates aspects of its historical context.	
How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) This course will address the California English/Language Arts Content Standards (see attached).	
Length of Course:	Year
Grade Level:	Grade 12
Credit: <input checked="" type="checkbox"/> Number of units: 10 <input checked="" type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Request for UC "a-g" requirements <input checked="" type="checkbox"/> College Prep <input type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	English 1,2,3
Department(s):	English
District Sites:	Ponderosa High School
Board of Trustees Adoption Date:	February 14, 2006
Textbook(s)/Instructional Materials:	<u>Modern and Contemporary Drama</u> by Miriam Gilbert, Carl H. Klaus, and Bradford S. Field, Jr. Miscellaneous Supplementary Materials



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**Goals**

1. Prepare students for writing college-level essays.
2. Develop understanding of and appreciation for dramatic literature on the page and on the stage.
3. Develop and reinforce critical reading skills.
4. Improve speaking strategies, including discussion skills.
5. Expand written and verbal vocabulary.
6. Develop understanding of the styles and contributions of major playwrights.
7. Develop and reinforce literary analysis skills.
8. Expand research strategies.
9. Develop understanding of how theatre and drama incorporate aspects of their historical contexts.
10. Develop awareness of multicultural perspectives expressed in postmodern drama.

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**Learning Expectations and California English/Language Arts Content Standards**

I. Content Area: Reading

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development  
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
- 2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- 3.0 Literary Response and Analysis  
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in Recommended Readings in Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.
- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)
- 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

II. Content Area: Writing

- 1.0 Writing Strategies  
Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose and progression through the stages of the writing process.
- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.
- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- 2.2a Write responses to literature that demonstrate a comprehensive understanding of the

significant ideas in works or passages.

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**Learning Expectations and California English/Language Arts Content Standards**

- 2.2b Write responses to literature that analyze the use of imagery, language, universal themes, and unique aspects of the text.
- 2.2c Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- 2.2d Write responses to literature that demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- 2.2e Write responses to literature that identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

III. Content Area: Written and Oral English Language Conventions

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

IV. Content Area: Listening and Speaking

- 1.0 Listening and Speaking Strategies  
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including:
  - a. Informal expressions for effect
  - b. Standard American English for clarity
  - c. Technical language for specificity
- 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- 2.3 Deliver oral responses to literature (a-b-c-d-e)
- 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").



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English 4 – Postmodern Drama

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Department: English  
Course Title: English 4 – Postmodern Drama

UNIT #1: Early Modern Drama: Realism and Naturalism

GOAL: 1, 2, 3, 4, 5, 6, 7, 9

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Review elements of dramatic literature. 2. Demonstrate understanding of Modernism, Realism, and Naturalism. 3. Develop ability to analyze literature. 4. Improve speaking skills. 5. Increase vocabulary. 6. Demonstrate essay writing skills.	Read about and take notes on elements of dramatic literature, Modernism, Realism, Naturalism, and Anton Chekhov.  Read <u>The Cherry Orchard</u> by Anton Chekhov.  Participate in class discussion.  Recite a monologue/soliloquy from <u>The Cherry Orchard</u> .  Start a collection of unfamiliar or difficult vocabulary found in the literature. Define and use words in sentences.  Write an analytical essay which identifies/challenges <u>The Cherry Orchard</u> as an example of Modernism and Realism/Naturalism.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
Reading 1.0, 2.5, 3.0, 3.2 Writing 1.0, 1.1, 1.3, 1.5, 1.9, 2.2a, 2.2c English Conventions 1.1, 1.2
Listening and Speaking 1.7, 2.5



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UNIT #2: Late Modern Drama: The Epic Theatre

GOAL: 1, 2, 3, 4, 5, 6, 7

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Demonstrate understanding of The Epic Theatre. 2. Evaluate a play as an example of The Epic Theatre. 3. Develop ability to analyze literature. 4. Evaluate the use of different effects in creating a production. 5. Develop writing skills. 6. Improve speaking skills. 7. Increase vocabulary.	Read about and take notes on The Epic Theatre and Bertolt Brecht.  Brainstorm evidence of The Epic Theatre's influence on popular culture.  Read <u>Galileo</u> by Bertolt Brecht.  Keep dialectical journal of alienation effect.  Write and stage a scene, with a group, using the aesthetics of The Epic Theatre.  Write a persuasive essay arguing the success/failure of the alienation effect in <u>Galileo</u> .  Debate the success/failure of the alienation effect in <u>Galileo</u> .  Continue developing vocabulary collection.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
Reading 1.0, 2.4, 3.0, 3.2, 3.8, 3.9 Writing 1.0, 1.1, 1.3, 1.5, 1.9, 2.2a, 2.2c, 2.2d, 2.2e English Conventions 1.1, 1.2 Listening and Speaking 1.0, 1.8, 1.10, 2.3

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UNIT #3: Late Modern Drama: The Theatre of the Absurd

GOAL: 1, 2, 3, 4, 5, 6, 7, 8, 9

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of The Theatre of the Absurd.</li> <li>2. Use research strategies to develop background knowledge.</li> <li>3. Develop evaluative reading skills.</li> <li>4. Develop skills in comparison/contrast essay writing.</li> <li>5. Expand effectiveness of oral communication.</li> <li>6. Increase vocabulary.</li> </ol>	<p>Read about and take notes on The Theatre of the Absurd, Samuel Beckett, and Edward Albee.</p> <p>Brainstorm the impact of The Theatre of the Absurd on popular culture.</p> <p>Research the philosophy, Existentialism, relate it to personal experience, and present to the class.</p> <p>Read <u>Endgame</u> by Samuel Beckett and <u>The Zoo Story</u> by Edward Albee.</p> <p>Participate in class discussion.</p> <p>In a short essay, compare and contrast Samuel Beckett and Edward Albee as absurdist playwrights, citing <u>Endgame</u> and <u>The Zoo Story</u> as examples.</p> <p>Write an analytical essay, with references to <u>Endgame</u> and <u>The Zoo Story</u>, that evaluates the ability of The Theatre of the Absurd to communicate theme. Consider the function of all literary elements.</p> <p>Recite a monologue/soliloquy from The Theatre of the Absurd.</p> <p>Continue developing vocabulary collection.</p>

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
Reading 1.0, 2.4, 2.5, 3.0, 3.9 Writing 1.0, 1.1, 1.3, 1.5,1.6, 1.9, 2.2a, 2.2b, 2.2c, 2.2d, 2.2e English Conventions 1.1, 1.2 Listening and Speaking 1.0, 1.7, 1.8, 1.9, 2.5

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Department: English  
Course Title: English 4 – Postmodern Drama

UNIT #4: Contemporary British Theatre

GOAL: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of Postmodernism and Contemporary British Theatre.</li> <li>2. Use research strategies to develop background knowledge.</li> <li>3. Continue developing critical reading skills.</li> <li>4. Improve speaking skills.</li> <li>5. Make connections between autobiographical incidents and fiction.</li> <li>6. Develop writing skills.</li> <li>7. Improve vocabulary.</li> </ol>	<p>Read about and take notes on Postmodernism, Contemporary British Theatre, and Timberlake Wertenbaker.</p> <p>Brainstorm examples of Postmodernism in popular culture.</p> <p>Research class system in contemporary Britain and present to class.</p> <p>Research women's rights movement in Britain and present to class.</p> <p>Read <u>Our Country's Good</u> by Timberlake Wertenbaker.</p> <p>Keep dialectical journal of themes characteristic of Contemporary British Theatre.</p> <p>Participate in class discussion.</p> <p>Write an essay which traces one of the themes typical of Contemporary British Theatre through <u>Our Country's Good</u> and relates this idea to her/his own experiences.</p> <p>In a group, rehearse and perform Act 1, scene 6 with cross-gender casting, used in the play's original production.</p> <p>Continue developing vocabulary collection.</p>

**Content Area Standards (Please identify the source)**

The students will achieve the following content standards:

Reading 1.0, 2.4, 2.5, 3.0, 3.2, 3.8, 3.9 Writing 1.0, 1.1, 1.3, 1.5, 1.6, 1.9, 2.2a, 2.2b, 2.2c, 2.2d, 2.2e English Conventions 1.1, 1.2 Listening and Speaking 1.0, 1.7, 1.8, 1.10, 2.5

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Course Title: English 4 – Postmodern Drama

UNIT #5: Women and Theatre

GOAL: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of Women and Theatre.</li> <li>2. Use research strategies to develop background knowledge.</li> <li>3. Continue to develop critical reading skills.</li> <li>4. Demonstrate essay writing skills.</li> <li>5. Make connections between autobiographical incidents and fiction.</li> <li>6. Develop ability to analyze literature.</li> <li>7. Continue to increase vocabulary.</li> </ol>	<p>Read about and take notes on Women and Theatre and Maria Irene Fornes.</p> <p>Research women’s rights movement in USA, including oral histories and interviews, and present to class.</p> <p>Read <u>Fefu and Her Friends</u> by Maria Irene Fornes.</p> <p>Write an essay which analyzes to what extent <u>Fefu and Her Friends</u> represents the themes/issues characterizing the Women and Theatre movement, including a personal connection to the textual analysis.</p> <p>Participate in class discussion.</p> <p>Recite a monologue from <u>Fefu</u> and present an oral analysis of the play to justify performance choices.</p> <p>Continue developing vocabulary collection.</p>

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
Reading 1.0, 2.4, 2.5, 3.0, 3.2, 3.8, 3.9 Writing 1.0, 1.1, 1.3, 1.5, 1.6, 1.9, 2.2a, 2.2c, 2.2d, 2.2e English Conventions 1.1, 1.2 Listening and Speaking 1.0, 1.7, 1.8, 1.9, 2.3, 2.5

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UNIT #6: African-American Theatre

GOAL: 1, 3, 4, 5, 6, 7, 8, 9, 10

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of African-American Theatre.</li> <li>2. Use research strategies to develop background knowledge.</li> <li>3. Continue to develop speaking skills.</li> <li>4. Develop critical reading skills.</li> <li>5. Improve literary analysis skills by focusing on writer's style (diction, tone, organization, etc.)</li> <li>6. Demonstrate essay writing skills.</li> <li>7. Improve vocabulary.</li> </ol>	<p>Read about and take notes on African-American Theatre and playwrights.</p> <p>Research civil rights movement in USA and present to class.</p> <p>Read <u>A Raisin in the Sun</u> by Lorraine Hansberry and selected scenes from <u>Dutchman</u> by Amiri Baraka, <u>Spell #7</u> by Ntozake Shange, and <u>Ma Rainey's Black Bottom</u> by August Wilson.</p> <p>Participate in class discussion.</p> <p>Define the elements of style and then, in small groups, compare/contrast the style of two authors studied in this unit. Present analysis to class.</p> <p>Considering that one issue of African-American Theatre is the need for authentic voices, write an interpretive essay on the perspectives, themes, and ideas spoken by the characters in one or more of these plays.</p> <p>Continue developing vocabulary collection.</p>

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
Reading 1.0, 2.4, 2.5, 3.0, 3.2, 3.8, 3.9 Writing 1.0, 1.1, 1.3, 1.5, 1.6, 1.9, 2.2a, 2.2b, 2.2c, 2.2d, 2.2e English Conventions 1.1, 1.2 Listening and Speaking 1.0, 1.8, 2.3

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UNIT #7: World Theatre

GOAL: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of South African Township Theatre.</li> <li>2. Use research strategies to develop background knowledge.</li> <li>3. Improve speaking skills.</li> <li>4. Continue to develop critical reading skills.</li> <li>5. Continue to develop ability to analyze literature.</li> <li>6. Improve essay writing skills.</li> <li>7. Expand vocabulary.</li> </ol>	<p>Read about and take notes on South African Township Theatre and Athol Fugard.</p> <p>Research South Africa/apartheid and present to class.</p> <p>Read <u>“Master Harold” . . . and the Boys</u> by Athol Fugard.</p> <p>Keep dialectical journal of power, powerlessness, and cruelty.</p> <p>Participate in class discussion.</p> <p>In a small group, design the music/sound, set, costumes, and publicity poster for <u>“Master Harold” . . . and the Boys</u>. Present designs to the class with an oral analysis of the play to justify choices.</p> <p>Work in small groups to review the plays read this year, focusing on the theme of power. Each student then writes an essay comparing and contrasting this theme in <u>“Master Harold” . . . and the Boys</u> with one or two other plays.</p> <p>Continue developing vocabulary collection.</p>

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
Reading 2.4, 2.5, 3.0, 3.2, 3.8, 3.9 Writing 1.0, 1.1, 1.3, 1.5, 1.6, 1.9, 2.2a, 2.2b, 2.2c, 2.2d, 2.2e English Conventions 1.1, 1.2 Listening and Speaking 1.0, 1.8, 1.10, 2.3

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UNIT #8: Choice Unit – Research, Critical Analysis, In-Class Staging

GOAL: 2, 3, 4, 6, 7, 8, 10

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Continue to develop critical reading skills.</li> <li>2. Improve ability to analyze literature.</li> <li>3. Continue to develop Internet and library skills.</li> <li>4. Use rehearsal strategies to achieve effective staging.</li> <li>5. Demonstrate speaking skills.</li> </ol>	<p>Of the plays/authors read this year, choose one to research and analyze in a small group, asking the question, "How should a scene(s) from this play be staged?" Consider performance strategies (gesture, movement, vocalization) and technical elements (set, sound, costumes) in research and analysis.</p> <p>Rehearse scene(s) in small group, making choices based on research and analysis.</p> <p>Perform scene(s) for class.</p> <p>Present oral defense of staging, using research and analysis as support.</p>

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
Reading 2.4, 2.5, 3.0, 3.2, 3.8, 3.9 Writing 1.6 English Conventions 1.1 Listening and Speaking 1.0, 1.7, 1.8, 1.9, 1.10, 2.3, 2.5