



# Sir Oliver Mowat Collegiate Institute

## Course Outline & Evaluation Profile

### Grade 9 Drama (2025-2026)



**Course Code:** ADA1O1 **Teachers:** R. Andrews Morton, S Haughton **Phone:** 416-396-6802 x20101

**Credit Value:** 1.0 **Email:** [Robin.andrewsmorton@tdsb.on.ca](mailto:Robin.andrewsmorton@tdsb.on.ca); [Sheleah.haughton@tdsb.on.ca](mailto:Sheleah.haughton@tdsb.on.ca)

**Co-requisite:** None **Extra Help Availability:** by appointment **Assistant Curriculum Leader:** T. Leong

**Classroom:** 136 **Office:** 136

**Course Description:** This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. The expectations for Drama courses are organized into three distinct but related strands: Creating and Presenting, Foundations; Reflecting, Responding, and Analysis. (The Arts, Grades 9 and 10, 2010)

Culturally relevant pedagogy and student choice will be at the forefront in learning using a diverse collection of theatrical works from different cultures as well as creating pieces that celebrate and engage students with their interests and input.

In addition, students will be given the opportunity to participate in Drama Department enhancement activities throughout the year (guest performances, professional productions, workshops, trips, The NTS Dramafest, year-end activities, and the year end banquet, etc.)

### Materials/Resources

Duo-tang, writing utensils, scene work, scripts, *The Outsiders* stage play

### Units of Study:

**Creating and Presenting:** Memory Work, Tableaux, Choral Movement, Choral Speaking, Text Work, Transforming a Source into Text, Character Development.

**Foundations:** Basic Stage Terminology, Parts of the Stage/Body Positions, Introduction to Greek Theatre, Introduction to Technical Theatre, Character Development.

**Reflecting, Responding and Analyzing:** Journal Writing/Metacognition, Audience Reflection, Peer Analysis, Critical Analysis, Theatrical Vocabulary, Writing In-Role.

### Achievement Categories and Weighting

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the three categories, and that achievement of particular expectations is considered within the appropriate categories.

These categories will be weighed as follows:

Creating and Presenting: 40%

Foundations: 30%

Reflecting, Responding and Analyzing: 30%

### **Assessment and Evaluation:**

70% of the final grade will be based on evaluations conducted throughout the course.

30% of the final grade will be based on final evaluations administered towards the end of the course.

### Assessments of Learning

**Evaluations Through Semester: 70% of final grad**  
(subject to change with advance notice given)

Assessment Type	Categories Assessed
Performance Tasks	C/P
Reflections, Journals	R/R/A
Quizzes, Tests, Unit Reviews	F
Creative Process Activities	C/P
Theatrical Analysis	R/R/A
Presentations	C/P

**Assessment, Evaluation and Communication of Student Learning and Achievement:** The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning. Mid-semester and final marks are determined through evaluations or **Assessments of Learning** which typically occur towards the end of a unit and end of semester. During the learning process information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered is **Assessment as Learning** and **Assessment for learning** do not carry a mark weight but do play a crucial role in student success as they help inform the teacher about each student's progress. Assessments including conversations, observations, and products allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

**Learning Skills and Work Habits:** Responsibility, organization, independent work, collaboration, initiative, self regulation will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N= Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future, global competencies, and transferable skills.

**Timely Completion and Submission of Assignments for Evaluation:** Students are responsible for providing evidence of their learning within established timelines. A **due date** and a **deadline** will be given for assignments and performance tasks.

For students who know in advance that they are unable to complete an assignment/assessment, they must communicate with the teacher before the due date. For students who did not approach the teacher PRIOR to the due date for the assignment OR students who missed performance assessments (presentations, demonstrations, tests), the following interventions may be implemented:

1. Arranging "make-up" expectations. The student agrees to complete and submit the same or an alternative assignment of performance task on the newly negotiated deadline.
2. Asking the student to submit partly completed work if it can be assessed. This assessment may include giving feedback so that the assignment can be completed.
3. Planning appropriate interventions which may include additional support from the subject teacher, guidance, special education, student success and administration to further prepare the student for the assessment.
4. Contacting the student's parents/guardians and/or the student who is over 18, to make them aware of the situation and action plan for success.

**Note:** a mark of **zero (0%)** is recorded for missing assignments/performances if the student still does not submit their work or complete their performance by the DEADLINE, or after other expectations have not been met. Special circumstances may be discussed with teachers/administrators.

**Academic Honesty:** Students must provide original evidence of their learning and appropriately acknowledge the work of others. Plagiarism means representing someone else's ideas, writing, design or technical work as your own. Any use of the work of others (whether published, unpublished or posted electronically) must include proper reference, citation, or acknowledgement. Cheating is an attempt to gain an unfair advantage to misrepresent the student's learning in an evaluation or assignment. Plagiarism or Cheating in any of its forms (copying from another student or allowing someone to copy assignments/tests, using notes to complete a test without the approval of the teacher, obtaining/stealing a copy of a test, etc.) will result in behavioural and academic consequences because of its negative impact on the individual student's learning and the learning environment of other students. Students are expected to actively seek clarification and support to prevent cheating and plagiarizing.

**Attendance and Punctuality:** Regular attendance and punctuality contribute to student success and achievement; therefore, it is expected that students attend classes and be on time for each subject. Class expectations include: bringing a pencil and duo-tang to class every day; arriving on time and beginning warm-up routines; showing care and respect for the equipment and learning environment; being respectful to the teacher and to others in the class; and practicing regularly.

**Technology:** The performing arts department will make use of current technological tools, devices, and resources. Students will be permitted to use personal technology devices in the classrooms under supervised parameters, and within the board's Appropriate Use Policy and its IT Acceptable Use Agreement. Students will agree to use the board's network, technology, and tech services in a responsible and ethical manner consistent with the educational, informational and recreational purposes for which they are provided.