

Arts Education Learning Exchange

SAN DIEGO COUNTY 2016

Hoover High School

Hoover High School Academy of Literature, Media, & Arts 4474 El Cajon Blvd San Diego, CA 92115	Arts Partners: Izcalli and San Diego Opera Grade Level: 9th Academic Content: ELA Arts Disciplines: Theatre and Music
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Arts Integration Unit Overview

This project is a partnership between Hoover High School, Teatro Izcalli, and San Diego Opera. Two ninth-grade English Language Arts classes and a selected group of student musicians are composing, producing, and performing autobiographical dramatic works and music.

Izcalli

Izcalli, the Nahuatl word for “house of reawakening,” is a community-based organization that began in San Diego in 1993 by a group of young Chicano/Native American activists who wanted to create a space for young Chicana/o students to learn about their history and culture through the arts.

www.izcalli.org

San Diego Opera

The mission of San Diego Opera is to deliver exceptional vocal performances and exciting, accessible programs to diverse audiences, focusing on community engagement and the transformative power of live performance. The organization’s in-school artist residency programs encourage students to explore their identity, celebrate cultural diversity, and experience the power of telling their own story through drama and music.

www.sdopera.org

Lesson Plan

March 18, 2016

FOCUS: Projection, ensuring audience understanding and appreciation
(Ta's class: "public speaking and informational speeches")

10:30 - 11 Session

1. Stage Management, Set Design / Lighting / Sound, and Costumes / Hair / Makeup groups will present their comments to the class.
2. While these groups are presenting, the actors for Jorge's play will be doing a pre-performance warm up.
3. After the presentations, production teams and the actors for Jorge's play will get in place and do a full run-through of the play with lights, minimal props, etc.
4. Acting groups and Front of House / Marketing group will sit in the audience and watch the run-through of Jorge's play.
5. If there is time after the run-through there will be a short discussion about ways to improve the performance.

Note: What we are observing is the last 30 min of a longer lesson. Below is the plan for the entire class to give you some context.

STANDARDS

[CCSS.ELA-Literacy.RI.9-10.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

NCAS Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.

Grade Hs proficient

TH:Cr3.1.HSI

b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

NCAS Anchor Standard: Apply criteria to evaluate artistic work.

Grade Hs proficient

TH:Re9.1.HSI

c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Materials

Butcher paper (15 sheets)

Pens (7)

Extra copies of scripts (5 extra copies of each script)

1. Group Warm up
2. CT will inform students about writing project in journals. Lead quick warm up (8 count backwards, informs students that we will be breaking off into groups.
3. Break up into groups. TA's lead discussions.
4. What do we know about informative speeches. How can what you have learned about informative speeches help you with your role in this project? (e.g. makeup, actor, stage manager, lighting, etc.)
5. TAs write down student responses to these questions on butcher paper
6. Student site evidence from the script to support production choices. (textual evidence)
Example: Family is speaking softly because they fear La Migra.
7. **CT visits each group at least twice per class for 5 minutes per visit to support activities by engaging with students and TAs**
8. By 8:10 for Period 1 and by 9:50 for Period 2, each group has identified
 - About 2 minutes of comments to make to the rest of the class about the project
 - A student spokesperson to share these comments with the class
9. Projection Exercise
10. After the Projection Exercise
 - In period 1: Each group will present their comments to the class. After the presentations, each production team and the actors prepare for run-throughs of Sequoia's play.
 - In period 2: each group will jump straight into preparing for the run-throughs of Jorge's play
 - Production teams will be active in the production with their group assignments while watching the run-through.
 - Makeup / Hair / Costumes will be putting on makeup for the actors for Sequoia and Jorge's play.
 - Mike and Iyari's acting group will sit in the house as audience members or rehearse their plays outside.
 - Front of House / Marketing group will watch the run-through to come up with creative ideas to market performance.



Demographic Profile: Fall Enrollment Data, 2009-10 to 2014-15

(338) HOOVER

School Calendar: TRADITIONAL

Grades 9-12

Type: SENIOR HIGH

Cluster: HOOVER

Student Group	2014-2015		2013-2014		2012-2013		2011-2012		2010-2011		2009-2010	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
ALL												
All Students	2,019	100.0	2,008	100.0	1,996	100.0	2,021	100.0	2,064	100.0	2,163	100.0
ETHNICITY												
African American	206	10.2	220	11.0	225	11.3	217	10.7	232	11.2	267	12.3
Asian	41	2.0	32	1.6	25	1.3	33	1.6	27	1.3	25	1.2
Filipino	5	0.2	5	0.2	3	0.2	5	0.2	5	0.2	5	0.2
Hispanic	1,421	70.4	1,413	70.4	1,412	70.7	1,433	70.9	1,473	71.4	1,544	71.4
Indochinese	233	11.5	242	12.1	250	12.5	255	12.6	256	12.4	244	11.3
Native American	5	0.2	5	0.2	3	0.2	4	0.2	6	0.3	3	0.1
Pacific Islander	11	0.5	8	0.4	7	0.4	6	0.3	5	0.2	8	0.4
White	42	2.1	37	1.8	34	1.7	42	2.1	47	2.3	62	2.9
Multiracial	55	2.7	46	2.3	37	1.9	26	1.3	13	0.6	5	0.2
ENGLISH LANGUAGE PROFICIENCY												
English Only	310	15.4	312	15.5	309	15.5	307	15.2	317	15.4	346	16.0
Initially Fluent English	131	6.5	138	6.9	144	7.2	149	7.4	159	7.7	189	8.7
Reclassified English Learner	973	48.2	948	47.2	921	46.1	887	43.9	880	42.6	848	39.2
English Learner	584	28.9	589	29.3	603	30.2	665	32.9	698	33.8	771	35.6
Other	21	1.0	21	1.0	19	1.0	13	0.6	10	0.5	9	0.4
GENDER												
Female	954	47.3	988	49.2	988	49.5	1,004	49.7	984	47.7	1,009	46.6
Male	1,065	52.7	1,020	50.8	1,008	50.5	1,017	50.3	1,080	52.3	1,154	53.4
MEAL ELIGIBILITY												
Meal-Eligible	1,904	94.3	1,524	75.9	1,996	100.0	2,021	100.0	2,064	100.0	2,163	100.0
Not Meal-Eligible	115	5.7	484	24.1	0	----	0	----	0	----	0	----
Provision 2 Status	Prov 2		Prov 2		Prov 2		Prov 2		Prov 2		Prov 2	
GIFTED-IDENTIFIED STATUS (GRADES 3 TO 12 ONLY)												
Gifted-Identified, Seminar	42	2.1	32	1.6	33	1.7	34	1.7	37	1.8	31	1.4
Gifted-Identified, Cluster	236	11.7	240	12.0	252	12.6	260	12.9	265	12.8	258	11.9
Not Gifted-Identified	1,741	86.2	1,736	86.5	1,711	85.7	1,727	85.5	1,762	85.4	1,874	86.6
INDIVIDUALIZED EDUCATION PROGRAM (IEP)												
With IEP	272	13.5	251	12.5	237	11.9	212	10.5	222	10.8	231	10.7
Without IEP	1,747	86.5	1,757	87.5	1,759	88.1	1,809	89.5	1,842	89.2	1,932	89.3
PARENT EDUCATION LEVEL												
Decline to State	650	32.2	446	22.2	546	27.4	574	28.4	610	29.6	674	31.2
Not a High School Graduate	560	27.7	643	32.0	594	29.8	597	29.5	575	27.9	593	27.4
College Graduate or Higher	152	7.5	174	8.7	156	7.8	173	8.6	182	8.8	167	7.7

Data Notes: (1) Data for 2014-2015 do not include Empower (roughly 65 students) and Elevate (roughly 170 students). (2) Prior to 2013-2014, Provision 2 schools were reported as 100% meal-eligible, (3) Data on students with an Individualized Education Program (IEP) for 2014-15 are incomplete for the following charter schools served by the El Dorado SELPA: Audeo, Charter School of SD, Elevate, Empower, Laurel Preparatory Academy, Learning Choice, Magnolia, and Preuss.