

St. Johns County School District
M-J Performing Arts-Theater 1-Quarter 1
Curriculum Map-(2015-2016)-Florida Standards

Course Name: M/J Theater 1
Course Code: 040000
Time Frame: 1st Quarter

Desired Outcomes/Results	
<i>Strand: Historical & Global Connections</i>	
TH.68.H. 1.5. Through study in the arts, we learn about and honor others and the worlds in which they live (d).	
<ul style="list-style-type: none"> • Describe one’s own personal responses to a theatrical work and show respect for the responses of others. 	
TH.68.H. 3.1. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
<ul style="list-style-type: none"> • Identify principles and techniques that are shared between the arts and other content areas. 	
TH.68.H. 3.4. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
<ul style="list-style-type: none"> • Describe the importance of wellness and care for the actor’s physical being as a performance instrument. 	
TH.68.H. 3.5. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
<ul style="list-style-type: none"> • Describe how social skills learned through play participation are used in other classroom and extracurricular activities. 	
<i>Strand: Critical Thinking & Reflection</i>	
TH.68.C. 2.1. Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
<ul style="list-style-type: none"> • Use group-generated criteria to critique others and help strengthen each other’s performance. 	
TH.68.C. 1.5. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
<ul style="list-style-type: none"> • Describe how a theatrical activity can entertain or instruct an audience. 	
<i>Strand: Innovation, Technology, & the Future</i>	
TH.68.F. 1.2. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
<ul style="list-style-type: none"> • Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue. 	
<i>Strand: Organizational Structure</i>	
TH.68.O.3.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
<ul style="list-style-type: none"> • Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members’ idea and differences 	

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<i>Strand: Skills, Technique, and Processes</i>	
TH.68.S.1.1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. <ul style="list-style-type: none"> • Describe the responsibilities of audience members, to the actors and each other, at live and recorded performance and demonstrate appropriate behavior. 	
Content Area Connections: LAFS.68.RST.2.4, LAFS.K12.SL.1.2, LAFS.K12.SL.1.3, LAFS.K12.SL.2.4, LAFS.68.WHST.3.9, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1, MAFS.K12.MP.7.1, LAFS.6.SL.1.1, LAFS.6.SL.1.1a, LAFS.6.L.1.1	
Essential Understanding: Students will gain a basic understanding of theater history, rehearsal process and terms, and appropriate etiquette for the theater.	
Essential Questions: <ul style="list-style-type: none"> • What is theater? • How do you create theater? • What is expected of a performer? 	
Academic Objectives: Student will understand the concept of theater and the role of the performers and audiences.	
Students will know: <ul style="list-style-type: none"> • Appropriate audience behavior • Basic history of theater • Basic physical and vocal warm up • Basic theatre vocabulary • How to properly critique performances 	Student will be able to: <ul style="list-style-type: none"> • Create written or verbal critique of performances • Practice proper theatre behavior • Discuss origins of theater • Demonstrate vocal and physical warm ups • Utilize proper use of basic theater vocabulary
Building on Prior Knowledge: Depending on the individual students past experiences such as elementary school, camps and private acting courses; students will enter the classroom with a variety of abilities. This quarter will build on both theatre and English skills.	
Exemplar Goal/Scale: Score 4.0: In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Score 3.0: No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. Score 2.0: No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes. Score 1.0: With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. Score 0.0: Even with help, no understanding or skill demonstrated.	

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Formative Questions:

1. Students will be able to generate a list of appropriate and not appropriate audience etiquette behavior
2. Students will be able to list and discuss at least two periods in early theater
3. Students will be able to describe or demonstrate one vocal warm up and one physical warm up
4. Students will have been introduced to performance rubrics (critiques), and have used one to critique a live or recorded performance
5. Students should have basic knowledge of vocab introduced this quarter

Learning Plan

High Yield Instructional Strategies

Identifying similarities and differences - Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations (Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers)

Summarizing and note taking - Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break-down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.

Words to Know for Content

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|---|--|
| <ul style="list-style-type: none"> • applause • actor • constructive input • expression • critique • etiquette • warm ups • taking risks • posture | <ul style="list-style-type: none"> • diaphragm • audience etiquette • choices • peer critique • stock characters • Greek • Thespis/Thespian • Roman • Ritualistic |
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Key Vocabulary for Learning Strategies and Tasks

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<p><u>Setting objectives and providing feedback</u> - Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion. (Articulating and displaying learning goals, KWL, contract learning goals, etc.)</p> <p><u>Questions, cues, and advance organizers</u> - Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important. (Graphic organizers, provide guiding questions before each lesson, think alouds, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, foldables, annotating the text, etc.)</p>	<p><i>This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.</i></p> <p><u>Academic Vocabulary:</u></p> <p><u>Words to Front-Load:</u></p> <p><u>Instructional Methods:</u></p>	
<p style="text-align: center;">TEXTS</p> <p style="text-align: center;">The Stage and School</p>	<p style="text-align: center;">Extended Texts</p> <ul style="list-style-type: none"> Extended texts should be scenes or monologues the students are working on. This is at the discretion of the director 	<p style="text-align: center;"><u>Writing – Argumentative and Analytical</u> Journal Responses</p> <p style="text-align: center;"><u>Writing to Convey Experience</u> Journal responses and reflection log</p> <p style="text-align: center;"><u>Writing for End-of-Unit Understanding</u> Reflection Log</p>

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Resources:

Free Resources for High School and Middle School Theatre Teachers: <https://www.theatrefolk.com/free-resources>

Florida Thespians: <http://flthespian.com>

Jr. Thespians:

District 1 Jr. Thespians: <http://district1.jrits3.org/about>

Florida Association of Theatre Educators: <http://www.fatefirst.com/Home.html>

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Assessment Evidence

Performance Tasks/Other Evidence and Tools

Sound Assessments:

- [align with learning goals;](#)
- [vary in type and format;](#)
- [use authentic performance tasks;](#)
- [use criteria scoring tools such as rubrics or exemplars;](#)
- [allow teachers and students to track growth over time;](#)
- [validate the acquisition of transferable knowledge;](#)
- [give insight into students' thinking processes;](#)
- [cause students to use higher level thinking skills;](#)
- [address guiding questions and identified skills and processes;](#)
- [provide informative feedback for teachers and students; and](#)
- [ask students to reflect on their learning.](#)

Diagnostic and/or Placement:

- prior knowledge questions through the use of KWL charts - [KWL Chart Example](#)
- anticipation guides - [Anticipation Guide Examples](#)
- review of terms used in standards as well as subject matter
 - explicit versus inferential evidence
 - textual evidence
 - connotative meaning

Formative:

- exit slips - [Use of Exit Slips](#)
- response writing - [Writing a Response Essay](#)
- quizzes/short answer responses, dialectical journals ([Dialectical Journals](#))
- participation in Socratic Seminars [Socratic Seminar 2](#)
- class discussions (thoughtful conversations) based on the use of Comprehensive Instructional Sequence ([CIS Model](#))