Course Name: M/J Theater 1

Course Code: 040000 Time Frame: 4<sup>th</sup> Quarter

Desired	<b>Outcomes</b>	/Results
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#### **Strand:** Historical & Global Connections

### Strand: Critical Thinking & Reflection

## Strand: Innovation, Technology, & the Future

TH.68.F. 2.2. Careers in and related to the arts significantly and positively impact local and global economies.

Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.

### **Strand:** Organizational Structure

TH.68.O.3.1. Every art form uses its own unique language, verbal, and nonverbal, to document and communicate with the world.

Compare theatre and its elements and vocabulary to other art forms.

## **Strand:** Skills, Technique, and Processes

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:** Possible careers in theater.

**Essential Questions:** What are different career opportunities that are related to the field of theatre (performance and technical).

<u>Academic Objectives:</u> Broaden student knowledge of career options in theater.

Students will know:	Students will be able to:
The different employment opportunities in the wild realm of theater	List jobs related to the field of theater
Building on Prior Knowledge: See 1st-3rd Quarter	
Everylar Cool/Cools	
Exemplar Goal/Scale	
Score 4.0: In addition to Score 3.0, in-depth inferences and applications that go	
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 proces	sses but major errors or omissions regarding the more complex ideas and
processes.	,
<b>Score 1.0</b> : With help, a partial understanding of some of the simpler details and	processes and some of the more compley ideas and processes
· · · · · · · · · · · · · · · · · · ·	processes and some of the more complex ideas and processes.
<b>Score 0.0</b> : Even with help, no understanding or skill demonstrated.	
Formative Assessments: EOC Exam	

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Learning Plan	
High Yield Instructional Strategies	Words to Know for Content
<u>Identifying similarities and differences</u> - Students should compare,	Producer
classify, and create	Director
metaphors, analogies and non-linguistic or graphic representations	Publicist
(Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause	Stage manager
and effect links, compare and contrast organizers)	Flash mob
<u>Summarizing and note taking</u> - Students should learn to eliminate	Agent
unnecessary information, substitute some information, keep important	Technical director
information, write / rewrite, and analyze information. Students should be	Public Relations
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.	
<u>Setting objectives and providing feedback</u> - Teachers should create	
specific but flexible goals, allowing some student choice. Teacher	Key Vocabulary for Learning Strategies and Tasks
feedback should be corrective, timely, and specific to a criterion.	This section refers to vocabulary from the extended text only. We strongly
(Articulating and displaying learning goals, KWL, contract learning goals,	encourage teachers to add vocabulary from other texts chosen.
etc.	Academic Vocabulary:
Questions, cues, and advance organizers - 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,	Words to Front-Load:
inferencing, predicting, drawing conclusions, skim chapters to identify	
key vocabulary, concepts and skills, foldables, annotating the text, etc.)	
	<u>Instructional Methods</u> :

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TEXT The Stage and School	Extended Texts  Extended texts should be scenes or monologues the students are working on. This is at the discretion of the director	Writing – Argumentative and Analytical Journal Responses  Writing to Convey Experience Journal responses and reflection log  Writing for End-of-Unit Understanding Reflection Log
Resources:		

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## **St. Johns County School District**

## M-J Performing Arts-Theater 1-Quarter 4 Curriculum Map-(2015-2016)-Florida Standards

### **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 - <u>Use of Exit Slips</u>
response writing - <u>Writing a Response Essay</u>
quizzes/short answer responses, dialectical journals (<u>Dialectical Journals</u>)
participation in Socratic Seminars <u>Socratic Seminar 2</u>

class discussions (thoughtful conversations) based on the use of Comprehensive Instructional Sequence (CIS Model)

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