

St. Johns County School District
M-J Performing Arts-Theater 1-Quarter 4
Curriculum Map-(2015-2016)-Florida Standards

Course Name: M/J Theater 1

Course Code: 040000

Time Frame: 4th Quarter

Desired Outcomes/Results

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).

Academic Objectives: Broaden student knowledge of career options in theater.

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<p><u>Students will know:</u> The different employment opportunities in the wild realm of theater</p>	<p><u>Students will be able to:</u> List jobs related to the field of theater</p>
<p><u>Building on Prior Knowledge:</u> See 1st-3rd Quarter</p> <p><u>Exemplar Goal/Scale</u> 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.</p>	
<p><u>Formative Assessments:</u> EOC Exam</p>	

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

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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](#))