

**St. Johns County School District**  
**M-J Performing Arts-Theater 2-Quarter 2**  
**Curriculum Map-(2015-2016)-Florida Standards**

Course Name: M/J Theater 2  
 Course Code: 040010  
 Time Frame: 2nd Quarter

<b>Desired Outcomes/Effects</b>
<b>Strand: Historical &amp; Global Connections</b>
<p>TH.68.H. 1.6. Through study in the arts, we learn about and honor others and the worlds in which they live (d).</p> <ul style="list-style-type: none"> <li>• Discuss how a performer responds to different audiences.</li> </ul>
<b>Strand: Critical Thinking &amp; Reflection</b>
<p>TH.68.C. 1.2. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <ul style="list-style-type: none"> <li>• Develop a character analysis to support artistic portrayal.</li> </ul>
<b>Strand: Innovation, Technology and the Future</b>
<p>TH.68.S. 1.4. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <ul style="list-style-type: none"> <li>• Discuss the ways in which theatre experiences involve empathy and aesthetic distance.</li> </ul> <p><i>TH.68.S. 1.2. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i></p> <ul style="list-style-type: none"> <li>• <i>Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.</i></li> </ul> <p>TH.68.S. 2.4. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <ul style="list-style-type: none"> <li>• Memorize and present a character's lines from a monologue or scene.</li> </ul>
<b>Strand: Organizational Structure</b>
<b>Strand: Skills, Technique, and Process</b>
<p><b>Content Area Connections:</b> MAFS.K12.MP.5.1, MAFS.K12.MP.6.1, MAFS.K12.MP.7.1, LAFS.7.SL.1.1, LAFS.7.RL.2.5, LAFS.7.RL.3.7, LAFS.7.SL.1.2, LAFS.7.SL.1.3, LAFS.7.SL.2.4</p>

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<p><b>Essential Understanding:</b> Student will use character development tools such as analysis and prior personal experience to develop a character for a scene. Student will memorize lines and perform a scene live or on video.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I determine the choices I will make for this character?</li> <li>• What does the script tell me about this character?</li> <li>• Can I perform my script from memory? In front of an audience? In front of camera?</li> </ul>	
<p><b>Academic Objectives:</b> Students will develop skills in character development, and memorize a role to share with a live or video audience.</p>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The components that make up a character (age, gender...)</li> <li>• How to prepare a scene for performance</li> <li>• How to observe people for character development</li> </ul>	<p><b>Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use various physical and vocal components to create a character</li> <li>• Present a scene live or on video</li> <li>• Make choices about character development</li> </ul>
<p><b>Building on Prior Knowledge:</b> Students will build upon knowledge used in M/J Theatre 2 (#0400010)</p>	
<p><b>Exemplar Goal/Scale:</b></p> <p><b>Score 4.0:</b> In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><b>Score 3.0:</b> No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.</p> <p><b>Score 2.0:</b> No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.</p> <p><b>Score 1.0:</b> With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><b>Score 0.0:</b> Even with help, no understanding or skill demonstrated.</p>	
<p><b>Formative Questions:</b></p> <ol style="list-style-type: none"> <li>1. Write a short character analysis based on a picture of a character.</li> <li>2. After reading a short script, make choices about that character and describe how you would portray that character.</li> <li>3. Write a journal entry after observing someone in the room.</li> </ol>	

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**Learning Plan**

<u>High Yield Instructional Strategies</u>	<u>Words to Know for Content</u>	
<p><b>Identifying similarities and differences</b> - 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)</p> <p><b>Summarizing and note taking</b> - 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.</p> <p><b>Setting objectives and providing feedback</b> - 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><b>Questions, cues, and advance organizers</b> - 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>	<ul style="list-style-type: none"> <li>• Character Tics</li> <li>• Period</li> <li>• Stage fright</li> <li>• Callbacks</li> </ul>	<ul style="list-style-type: none"> <li>• Auditions</li> <li>• Sides (piece of script the director uses for callbacks)</li> </ul>
	<b>Key Vocabulary for Learning Strategies and Tasks</b>	
	<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>	

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<b>TEXT</b>	<b>Extended Texts</b>	<b>Writing – Argumentative and Analytical</b>
The Stage and School	<ul style="list-style-type: none"> <li>Extended texts should be scenes or monologues the students are working on. This is at the discretion of the director</li> </ul>	<p style="text-align: center;">Journal Responses</p> <p style="text-align: center;"><b><u>Writing to Convey Experience</u></b> Journal responses and reflection log</p> <p style="text-align: center;"><b><u>Writing for End-of-Unit Understanding</u></b> Reflection Log</p>

**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](#))