

St. Johns County School District
M-J Performing Arts-Theater 2-Quarter 3
Curriculum Map-(2015-2016)-Florida Standards

Course Name: M/J Theater 2
Course Code: 040010
Time Frame: 3rd Quarter

Desired Outcomes/Effects
Strand: Historical & Global Connections-
<p>TH.68.H. 3.3. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <ul style="list-style-type: none"> • Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
Strand: Critical Thinking & Reflection
<p>TH.68.C. 3.1. <i>The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i></p> <ul style="list-style-type: none"> • <i>Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</i>
Strand: Innovation, Technology and the Future
<p>TH.68.F. 3.1. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <ul style="list-style-type: none"> • Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
Strand: Organizational Structure
<p>TH.68.O. 1.3. <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i></p> <ul style="list-style-type: none"> • <i>Explain the impact of choices made by directors, designers, and actors on audience understanding.</i>
<p>TH.68.O. 2.1. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p> <ul style="list-style-type: none"> • Diagram the major parts of a play and their relationships to each other.
<p>TH.68.O. 2.3. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p> <ul style="list-style-type: none"> • Write alternate endings for a specified play.
<p>TH.68.O. 3.3. <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i></p> <ul style="list-style-type: none"> • <i>Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.</i>

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Strand: Skills, Technique, and Process

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 look at productions from a design view point to discuss impact of choices made by designers. Students will consider the value of collaboration in the creation of a theatrical production. Students will be able to diagram the major parts of a play.

Essential Questions:

- How do design elements impact a production?
- What happens when cast and crew do not collaborate?
- Why is it important to understand the major parts of a play?

Academic Objectives:

Students to have a better appreciation and understanding for the choices made by designers. Students to be able to identify the major parts of a play. Students will develop an understanding for the importance of collaboration in a play production.

Students will know:

- Basic design elements, and limitations based on acting space
- Basic jobs/roles for crews
- Parts of a play

Student will be able to:

- Read a play and determine design choices based on budgets, abilities of crew and performance space
- Match crew titles with job descriptions
- Label parts of a play

Building on Prior Knowledge: Students will build upon knowledge used in M/J Theatre 2 (#0400010)

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. What production crew job would suit you the best? Why?
2. How could you handle collaboration issues during a production?
3. Create a timeline of a play and label the parts of the play.

Learning Plan

High Yield Instructional Strategies	Words to Know for Content	
<p><u>Identifying similarities and differences</u> - 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><u>Summarizing and note taking</u> - 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</p>	<ul style="list-style-type: none"> • Gels (lighting) • Scene change music • Sound queues • Call sheet • Exposition • Inciting incident • Denouement • Rising/Falling action 	<ul style="list-style-type: none"> • Climax • Epilogue • Soliloquy • Aside • Script marking
Key Vocabulary for Learning Strategies and Tasks		

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assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.

Setting objectives and providing feedback - 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.)

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, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, foldables, annotating the text, etc.)

This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.

Academic Vocabulary:

Words to Front-Load:

Instructional Methods:

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TEXTS	Extended Texts	Writing – Argumentative and Analytical
The Stage and School	<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;">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>

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
- 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](#))