

St. Johns County School District
M-J Performing Arts-Theater 2-Quarter 4
Curriculum Map-(2015-2016)-Florida Standards

Course Name: M/J Theater 2

Course Code: 040010

Time Frame: 4th Quarter

Desired Outcomes/Effects

Strand: Historical & Global Connections

TH.68.H. 1.4. Through study in the arts, we learn about and honor others and the worlds in which they live (d).

- Create a monologue or story that reflects one’s understanding of an event in a culture different from one’s own.

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.

- Identify principles and techniques that are shared between the arts and other content areas.

TH.68.H. 3.2. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

- Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.

Strand: Critical Thinking & Reflection

TH.68.C. 3.2. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

- Compare a film version of a story to its original play form.

TH.68.F. 2.3. Careers in and related to the arts significantly and positively impact local and global economies.

- Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.

Strand: Innovation, Technology and the Future

TH.68.F. 2.1. Careers in and related to the arts significantly and positively impact local and global economies.

- Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.

TH.68.F. 2.3. Careers in and related to the arts significantly and positively impact local and global economies.

- Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.

Strand: Organizational Structure

Strand: Skills, Technique, and Process

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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 understand how theater can be a part of a community and global economy. Students will have a better understanding of all the possible careers that can be linked to the performing arts. Students will develop a broader view of great world drama.

Essential Questions:

- Could a career in theater be a possibility for me in the future?
- How can a theater impact a community?
- How can theater training assist in careers outside the arts?
- How can themes travel across art forms?

Academic Objectives: Exposure to more great playwrights and plays. Exposure to possible future careers. Assist students in understanding that theater skills may be applied in many aspects of their daily lives.

Students will know:

- Possible jobs in theater
- Possible jobs linked to theater
- How themes in theater bridge time and various art forms

Student will be able to:

- List at least 4 jobs found today in modern theater and discuss the responsibilities associated with that job
- Link the skills learned in theater to other occupations
- Pick a theme and find examples of various art forms that support that theme

Building on Prior Knowledge: M/J Theater 1 (040000), Quarters 1-3 M/J Theater 2 (040010)

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: EOC for 0400010

Learning Plan

<u>High Yield Instructional Strategies</u>	<u>Words to Know for Content</u>	
<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 assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.</p> <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</p>	<ul style="list-style-type: none"> • Theme • Community theatre • Professional theatre • Actor’s Equity Association • Touring company • Management Skills • Pyrotechnics • Education • Training • Human Resources 	<ul style="list-style-type: none"> • Broadway • Regional theatre • Sales/Marketing • Design • Sound Engineering • Light Engineering • Agent • Talent Manager

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vocabulary, concepts and skills, foldables, annotating the text, etc.)	<u>Key Vocabulary for Learning Strategies and Tasks</u>
	<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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TEXT	Extended Texts	
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;"><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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Curriculum Map-(2015-2016)-Florida Standards

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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M-J Performing Arts-Theater 2-Quarter 4
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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](#))