

Pine Hill Public Schools Curriculum

Content Area:		Visual and Performing Arts	
Course Title / Grade Level:		Theatre II / 10th – 12th Grades	
Unit 1:	Improvisation	Duration:	September – November
Unit 2:	Theatre History (Middle Ages – 1800s)	Duration::	November – January
Unit 3:	Scene Study	Duration:	January - February
Unit 4:	Jobs in the Theatre	Duration:	February - March
Unit 5:	Play Production	Duration:	March – June
BOE Approved Revision:			
BOE Initial Adoption Date:		August 15, 2017	

Pine Hill Public Schools Curriculum	
Unit Title: Improvisation	
Unit #: 1	
Course or Grade Level: Theatre II (10 th – 12 th)	Length of Time: 2 Months
Pacing	September - November
Essential Questions	<ul style="list-style-type: none"> • What are the similarities and differences between short and long term improvisation? • How can improvisation improve an actors' ability to create a character? • How is improvisation used in a professional theatre setting? • In what ways can improvisational techniques help in scripted acting?
Content Statement(s)	<ul style="list-style-type: none"> • Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. • Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent. • Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
Skills	<ul style="list-style-type: none"> • Textual analysis • Note taking • New vocabulary integration • Peer collaboration • Peer critique • Shortening reaction time • Staying in character • Story-telling • Full commitment to scene
Assessments	<ul style="list-style-type: none"> • Written assessments (multiple choice, matching, writing, etc.) • Peer assessments using rubrics • Teacher assessments using rubrics • Anecdotal records • Learning logs • Trashketball review game • Monthly portfolio checks
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling • One-on-one teacher instruction • Preferential seating • Copies of notes / power points • Extra time • Pairing with highly motivated students • Visual aides • Repetition • Independent performance (if absolutely necessary)
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English • Music • History
Lesson resources / Activities	<ul style="list-style-type: none"> • Guided & independent reading from <u>Basic Drama Projects</u> textbook • Teacher-led group warm ups • Various short form improvisational games (Sound & Motion, Yes And, Extraordinary Circumstances, Party Quirks, Celebrity Charades, Tell Me About the Time You, etc.) • Harold improvisations • Upright Citizen's Brigade video clips • The Reckoning video clips

New Jersey Student Learning Standards

Standard(s):

- **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): C – Theatre

CPI # / CPI(s):

- **1.1.12.C.2** Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- **1.3.12.C.1** Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- **1.3.12.C.2** Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

ELA/Literacy Companion Standards:

- **CCSS.ELA-LITERACY.RST.9-10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- **CCSS.ELA-LITERACY.RST.9-10.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- **CCSS.ELA-LITERACY.RST.9-10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- **CCSS.ELA-LITERACY.RST.9-10.7** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- **CCSS.ELA-LITERACY.WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.9-10.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand: E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Content Statement:
Identify and define authentic problems and significant questions for investigation.
Plan and manage activities to develop a solution or complete a project.
Collect and analyze data to identify solutions and/or make informed decisions.

Indicator: 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

	Use multiple processes and diverse perspectives to explore alternative solutions.	
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Pine Hill Public Schools Curriculum		
Unit Title: Theatre History (Middle Ages – 1800s)		Unit #: 2
Course or Grade Level: Theatre II (10 th – 12 th)		Length of Time: 2 Months
Pacing	November - January	
Essential Questions	<ul style="list-style-type: none"> • What time periods and places constitute the Middle Ages – 1800s of theatre? • What are some of the theatrical innovations provided at those time periods in Europe? • What are the similarities and differences of each of the facets of theatre between each of the following: Middle Ages, Renaissance, & Elizabethan theatre (stage design, acting conventions, etc.)? • What are the similarities and differences of each of the facets of theatre then and theatre today (stage design, acting conventions, etc.)? • How has theatre then shaped theatre today? 	
Content Statement(s)	<ul style="list-style-type: none"> • Theatre and the arts play a significant role in human history and culture. • Cultural and historical events impact art-making as well as how audiences respond to works of art. • Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship. 	
Skills	<ul style="list-style-type: none"> • Textual analysis • Note taking • New vocabulary integration • Peer collaboration • Peer critique • Video study • Large group physical exercises • Creation & performance 	
Assessments	<ul style="list-style-type: none"> • Written assessments (multiple choice, matching, writing, etc.) • Pop quiz • Teacher assessments using rubrics • Anecdotal records • Bingo review • Kahoot • Learning logs • Monthly portfolio checks 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling • One-on-one teacher instruction • Preferential seating • Copies of notes / power points • Extra time • Pairing with highly motivated students • Visual aides • Repetition • Independent performance (if absolutely necessary) 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English • History • Dance • Music 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Guided & independent reading from <u>Basic Drama Projects</u> textbook • Assorted video clips • Beat the Clock exercise • Kick Me! exercise 	

- Theatre history board game project
- Shakespearean scenes & monologues
- Playwright locker project

New Jersey Student Learning Standards

Standard(s):

- **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

Strand(s): A – History of the Arts & Culture, C – Theatre

CPI # / CPI(s):

- **1.1.12.C.1** Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.
- **1.2.12.A.1** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- **1.2.12.A.2** Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

ELA/Literacy Companion Standards:

- **CCSS.ELA-LITERACY.RST.9-10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- **CCSS.ELA-LITERACY.RST.9-10.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- **CCSS.ELA-LITERACY.RST.9-10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- **CCSS.ELA-LITERACY.RST.9-10.7** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- **CCSS.ELA-LITERACY.WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.9-10.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand: E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p>	<p>Content Statement: Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.</p>	<p>Indicator: 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>
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**Pine Hill Public Schools
Curriculum**

Unit Title: Scene Study	Unit #: 3
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Course or Grade Level: Theatre II (10 th – 12 th)	Length of Time: 1 Month
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Pacing	January - February
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Essential Questions	<ul style="list-style-type: none"> ● Who are some major playwrights from then and now? ● What are the major differences between contemporary and classical scenes? ● How does the acting technique vary in a classical scene versus a contemporary scene?
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Content Statement(s)	<ul style="list-style-type: none"> ● Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. ● Cultural and historical events impact art-making as well as how audiences respond to works of art. ● Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent. ● Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. ● Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
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Skills	<ul style="list-style-type: none"> ● Textual analysis ● Note taking ● New vocabulary integration ● Peer collaboration ● Peer critique ● Memorization ● Scene performances
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Assessments	<ul style="list-style-type: none"> ● Written assessments (multiple choice, matching, writing, etc.) ● Peer assessments ● Teacher assessments using rubrics ● Anecdotal records ● Learning logs ● Monthly portfolio checks
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Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Modeling ● One-on-one teacher instruction ● Preferential seating ● Copies of notes / power points ● Extra time ● Pairing with highly motivated students ● Visual aides ● Repetition ● Independent performance (if absolutely necessary)
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Inter-disciplinary Connections	<ul style="list-style-type: none"> English History
Lesson resources / Activities	<ul style="list-style-type: none"> Guided & independent reading from <u>Basic Drama Projects</u> textbook Assorted video clips Article from Theatrefolk Scenes from various compilations (scripts, books, textbooks, online database, etc.)

New Jersey Student Learning Standards

Standard(s):

- 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s): C – Theatre, B – Critique Methodologies

CPI # / CPI(s):

- 1.1.12.C.2** Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- 1.2.12.A.1** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.3.12.C.1** Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- 1.3.12.C.2** Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
- 1.4.12.B.1** Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

ELA/Literacy Companion Standards:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand: E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p>	<p>Content Statement: Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.</p>	<p>Indicator: 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>
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<p style="text-align: center;">Pine Hill Public Schools Curriculum</p>	
<p>Unit Title: Jobs in the Theatre</p>	<p>Unit #: 4</p>
<p>Course or Grade Level: Theatre II (10th – 12th)</p>	<p>Length of Time: 1 Month</p>
<p>Pacing</p>	<p>February - March</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What are the various responsibilities of each theatre profession? ● Who is responsible for putting on a show? ● What is the difference between a production staff and a creative team? ● What are the similarities and differences between artistic staff members and technical staff members?
<p>Content Statement(s)</p>	<ul style="list-style-type: none"> ● A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances. ● Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept. ● The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.
<p>Skills</p>	<ul style="list-style-type: none"> ● Textual analysis ● Note taking ● New vocabulary integration ● Full group work ● Memorization
<p>Assessments</p>	<ul style="list-style-type: none"> ● Written assessments (multiple choice, matching, writing, etc.) ● Anecdotal records ● Teacher assessments using rubrics ● Learning logs ● Monthly portfolio checks
<p>Interventions / differentiated instruction</p>	<ul style="list-style-type: none"> ● Modeling ● One-on-one teacher instruction ● Preferential seating ● Copies of notes / power points ● Extra time ● Pairing with highly motivated students ● Visual aides ● Repetition

Inter-disciplinary Connections	<ul style="list-style-type: none"> • English • Technology • Woodworking • Art • Math • History • Music (band & choir) • Dance
Lesson resources / Activities	<ul style="list-style-type: none"> • Guided & independent reading from <u>Basic Drama Projects</u> textbook • Creative team project • Charades • Chain of Command WS • Production staff project • Blog responses

New Jersey Student Learning Standards

Standard(s):

- **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s): C – Theatre, A – Aesthetic Responses, B – Critique Methodologies

CPI # / CPI(s):

- **1.1.8.C.4** Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
- **1.4.12.A.2** Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- **1.4.12.B.2** Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

ELA/Literacy Companion Standards:

- **CCSS.ELA-LITERACY.RST.9-10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- **CCSS.ELA-LITERACY.RST.9-10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- **CCSS.ELA-LITERACY.RST.11-12.5** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand: A. Technology Operations and Concepts: Students demonstrate a sound	Content Statement: Select and use applications effectively and productively.	Indicator: 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
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understanding of technology concepts, systems and operations.		
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Pine Hill Public Schools Curriculum	
Unit Title: Play Production	Unit #: 5
Course or Grade Level: Theatre II (10 th – 12 th)	Length of Time: 3 Months
Pacing	April - June
Essential Questions	<ul style="list-style-type: none"> ● What are the requirements for participating in a theatrical production? ● What are the steps required to get to the performances? ● What elements are needed in order to make a show successful?
Content Statement(s)	<ul style="list-style-type: none"> ● Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. ● Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques. ● Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent. ● Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
Skills	<ul style="list-style-type: none"> ● Script reading and analysis ● Note taking ● New vocabulary integration ● Full group work ● Peer critique ● Leadership ● Rehearsal etiquette ● Audience etiquette ● Creation & performance
Assessments	<ul style="list-style-type: none"> ● Written assessments (multiple choice, matching, writing, etc.) ● Teacher assessments using rubrics ● Anecdotal records ● Sink or Swim review game ● Rehearsal logs ● Monthly portfolio checks
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Modeling ● One-on-one teacher instruction ● Preferential seating ● Copies of notes / power points ● Extra time

	<ul style="list-style-type: none"> ● Pairing with highly motivated students ● Visual aides ● Repetition ● Independent performance (if absolutely necessary)
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● English
Lesson resources / Activities	<ul style="list-style-type: none"> ● Guided & independent reading from <u>Basic Drama Projects</u> textbook ● Assorted warm-up/focus games (Zip Zap Bop, Hi-Yah!, Splat!) ● Full One Act production process (from auditions to performance) ● One Act Play Competition ● Character Twitter page ● One Act Reflective essay

New Jersey Student Learning Standards

Standard(s):

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- **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): C – Theatre

CPI # / CPI(s):

- **1.1.12.C.2** Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- **1.1.12.C.3** Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
- **1.3.12.C.1** Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- **1.3.12.C.2** Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

ELA/Literacy Companion Standards:

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- **CCSS.ELA-LITERACY.RST.9-10.7** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- **CCSS.ELA-LITERACY.WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.9-10.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
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X	Media Literacy	X	ICT Literacy	X	Life and Career Skills
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>					
<p>Strand: A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p>		<p>Content Statement: Select and use applications effectively and productively.</p>		<p>Indicator: 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p>	