Pine Hill Public Schools Curriculum			
Content Area:	**Visual and Performing Arts**		
Course Title / Grade Level:	**Theatre IV (CP & Honors) / 11th – 12th Grades**		
Unit 1:	**Advanced Acting Techniques**	Duration:	**September – November**
Unit 2:	**Theatre & Its Counterparts**	Duration:	**November – December**
Unit 3:	**Acting for the Camera**	Duration:	**January - February**
Unit 4:	**Playwrighting**	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: Advanced Acting Techniques (Stanislavski & Chekhov)		**Unit #:** 1
Course or Grade Level: Theatre IV CP & Honors (11th & 12th)	**Length of Time:** 2 Months	
Pacing	September - November	
Essential Questions	- Who is Constantin Stanislavski and what are the steps laid out in his acting technique? - Who is Michael Chekhov and what are the steps laid out in his acting technique? - How do these techniques differ and how are the similar? - How can these techniques be applied in a rehearsal process? - What is the purpose of these techniques in regards to characterization, connection to script and character, etc.?	
Content Statement(s)	- 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. - Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	
Skills	- Textual analysis - Note taking - New vocabulary integration - Peer collaboration - Peer critique - Staying in character - Full commitment to scene - Understanding subtext - Building deep connections between self and character - Using physicality to connect with character	
Assessments	- Written assessments (multiple choice, matching, writing, etc.) - Peer assessments using rubrics - Teacher assessments using rubrics - Anecdotal records - Learning logs ** Students with honors credits to be assessed more vigorously than students who are taking CP **	
Interventions / differentiated instruction	- 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	- English - History	
Lesson resources / Activities	- Guided & independent reading from <u>An Actor Prepares</u> and/or <u>Building a Character</u> by Constantin Stanislavski & <u>On the Technique of Acting</u> by Micheal Chekhov - Teacher-led group focus games - Physical Gesture creation - Relaxation & Concentration exercises	

	● Imagination exercises
	● Sense Memory exercises
	● Application of technique through scene work
	● Performance analysis & video study
	** Students with honors credits to have additional activities/projects to complete than students who are taking CP **

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

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.

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. Use multiple processes and diverse perspectives to explore alternative solutions.	**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.

Pine Hill Public Schools Curriculum		
Unit Title: Theatre & Its Counterparts		**Unit #: 2**
Course or Grade Level: Theatre IV CP & Honors (11th & 12th)	**Length of Time:** 1 Month	
Pacing	November - December	
Essential Questions	● What are some other performance art forms that are closely aligned to theatre? ● What is a nonlinear performance and what are examples in modern and historical performance art? ● How are any of these other types of art (musical theatre, movies, TV, poetry, puppetry, etc.) similar and different from straight theatre? ● How are these art forms utilized in our society today? ● What impact do these art forms have on society today?	
Content Statement(s)	● 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	● Textual analysis ● Note taking ● New vocabulary integration ● Peer collaboration ● Peer critique ● Large group physical exercises ● Creation & performance ● Creative writing ● Advanced motor skills	
Assessments	● Written assessments (multiple choice, matching, writing, etc.) ● Teacher assessments using rubrics ● Peer assessments using rubrics ● Anecdotal records ● Learning logs ● Monthly portfolio checks *** Students with honors credits to be assessed more vigorously than students who are taking CP ** *	
Interventions / differentiated instruction	● 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	● English ● History ● Dance ● Music ● Art ● Digital Photography	
Lesson resources / Activities	● Guided & independent reading from Basic Drama Projects textbook ● Assorted video clips ● Slam Poetry project ● Puppetry project ● Stage to Film project *** Students with honors credits to have additional activities/projects to complete than students who are taking CP ** *	

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

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		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. Use multiple processes and diverse perspectives to explore alternative solutions.	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.

Pine Hill Public Schools
Curriculum

Unit Title: Acting for the Camera	Unit #: 3

Course or Grade Level: Theatre IV CP & Honors (11ᵗʰ & 12ᵗʰ)	Length of Time: 2 Months

Pacing	January - February
Essential Questions	● How does film acting and theatrical acting differ? ● What are the necessities for producing a short film? ● In what ways can short films have an impact on the community? On society? ● How can having a theatrical background benefit an individual hoping to work in film?
Content Statement(s)	● Theatre and the arts play a significant role in human history and culture. ● Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. ● 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. ● 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	● Textual analysis ● Note taking ● New vocabulary integration ● Memorization ● Film acting technique ● Creative writing ● Peer collaboration
Assessments	● Written assessments (multiple choice, matching, writing, etc.) ● Teacher assessments using rubrics ● Peer assessments using rubrics ● Anecdotal records ● Learning logs ● Monthly portfolio checks *** Students with honors credits to be assessed more vigorously than students who are taking CP ***
Interventions / differentiated instruction	● 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	● English ● Digital Photography
Lesson resources / Activities	● Guided & independent reading from <u>Basic Drama Projects</u> textbook ● Guided & independent reading from <u>Acting for the Camera</u> by Tony Barr ● Various scripts, scene books, internet database for research ● Cross-curricular collaboration with Digital Photography II class ● *** Students with honors credits to have additional activities/projects to complete than students who are taking CP ***

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.
- **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, A – History of Arts & Culture

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.
- **1.1.12.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.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.
- **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.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-LITERACY.RST.11-12.4 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 11-12 texts and topics.
- CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

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		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. Use multiple processes and diverse perspectives to explore alternative solutions.	**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.

Pine Hill Public Schools
Curriculum

Unit Title: Playwrighting		**Unit #:** 4
Course or Grade Level: Theatre IV CP & Honors (11ᵗʰ & 12ᵗʰ)		**Length of Time:** 2 Months
Pacing	February - March	
Essential Questions	● What are the six elements of drama and how are they significant when writing a play? ● How are the structural components of a drama both similar to and different from the structure of a novel? ● What are the benefits of peer critique when writing a play and what is the correct way in which to assess a theatrical script? ● In which way does reading a script challenge or enlighten the reader that you may or may not observe when reading a novel?	
Content Statement(s)	● The well-made play uses a specific, identifiable narrative structure (e.g., inciting incident, climax, dénouement, etc.). ● 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. ● Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	
Skills	● Textual analysis ● Note taking ● New vocabulary integration ● Creative writing ● Peer collaboration ● Peer critique ● Revising ● Script writing ● Directing	
Assessments	● Written assessments (multiple choice, matching, writing, etc.) ● Peer assessments using rubrics ● Teacher assessments using rubrics ● Learning logs ● Monthly portfolio checks *** Students with honors credits to be assessed more vigorously than students who are taking CP ***	

Interventions / differentiated instruction	- 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	- English - History
Lesson resources / Activities	- Guided & independent reading from <u>Basic Drama Projects</u> textbook - Scene project - Direction project - Collaboration with English department *** Students with honors credits to have additional activities/projects to complete than students who are taking CP ***

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 & Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **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):
- **1.1.5.C.1** Evaluate the characteristics of a well-made play in a variety of scripts and performances.
- **1.1.12.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.
- **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.W.11-12.3.A** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **CCSS.ELA-LITERACY.W.11-12.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **CCSS.ELA-LITERACY.W.11-12.3.C** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- **CCSS.ELA-LITERACY.W.11-12.3.D** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **CCSS.ELA-LITERACY.W.11-12.3.E** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

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: 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. Use multiple processes and diverse perspectives to explore alternative solutions.	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.

Pine Hill Public Schools Curriculum		
Unit Title: Play Production		**Unit #:** 5
Course or Grade Level: Theatre IV CP & Honors (11th & 12th)		**Length of Time:** 3 Months
Pacing	April - June	
Essential Questions	● 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)	● 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	● Script reading and analysis ● Note taking ● New vocabulary integration ● Full group work ● Peer critique ● Leadership ● Rehearsal etiquette ● Audience etiquette ● Creation & performance	
Assessments	● 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	• 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	• English
Lesson resources / Activities	• 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):
- **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.
- **1.1.12.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:
- **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
**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 understanding of technology concepts, systems and operations.	**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.