

# Lincolnwood School District 74

## Learning Standards

### 8th Grade



# 8th Grade Standards

## ENGLISH LANGUAGE ARTS (ELA)

### KEY VOCABULARY

Students will define and use the following vocabulary...

alliteration	antagonist	aside	author's purpose	climax	exposition
flashback	idiom	imagery	inference	internal conflict	irony
metaphor	mood	personification	perspective	protagonist	resolution
rhyme scheme	suspense	symbol	theme	tragedy	

### VOCABULARY

Students will be able to...

- Know the meaning of roots and affixes and use them to find the meaning of unknown words
- Recognize and use literary terms associated with fiction and narrative structure
- Identify and use literary terms associated with nonfiction and poetry
- Distinguish among the connotations of words with similar denotations
- Determine the meaning and purpose of figurative language as it is used in a text

### READING COMPREHENSION

Students will be able to...

- Make and verify predictions using story clues and prior knowledge
- Identify and analyze the external and internal conflicts and resolutions
- Analyze characterization and determine character motivation using textual evidence
- Recognize details that indicate the author's purpose and determine whether the author achieved his or her purpose
- Use textual evidence and inferences to analyze text meaning, including the effect mood and differing points of view have on meaning
- Analyze the extent to which a film or live production of a story or drama stays faithful to or departs from the text, evaluating the choices made by the director or actors
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style
- Using text details, identify types of nonfiction and the stated and/or implied main idea
- Recognize the elements of drama and their impact on meaning
- Identify and analyze the structure of a poem and the use of poetic elements including sensory language, figurative language, and sound devices to determine literal and metaphorical meaning
- Determine the stated or implied theme and analyze its development in relationship to characters and plot
- Identify and analyze how dialogue or incidents in a story or drama propel the action or reveal aspects of character
- Support a claim in response to a story with textual evidence and explanation

### WRITING RESPONSE

Students will be able to...

- Make claims about literary works and defend these claims with evidence from the text
- Using relevant examples, summaries, text details and personal knowledge, analyze literature through explanatory writing

### LISTENING AND ORAL INTERPRETATION

Students will be able to...

- Focus attention on speaker and record appropriate notes in a range of collaborative settings (i.e. one-to-one, small group, large audience)

- Orally interpret dramatic dialogue and both published and original poems

## **HUMANITIES**

### LANGUAGE

*Students will be able to...*

- Use correct mechanics in various forms of writing
- Use correct punctuation in various forms of writing
- Use proper grammar in various forms of writing
- Identify and construct multiple types of sentence structures (i.e. simple, compound, complex, compound-complex)
- Identify and use clauses and phrases

### WRITING

*Students will be able to...*

- Identify and use multiple types of organizational patterns in various forms of writing
- Construct descriptive, narrative and expository essays with adequate support and elaboration
- Gather relevant information from multiple sources, quote and paraphrase information, and follow a standard format for citation for various types of writing
- With support from peers, adults, and technology, strengthen writing by revising, editing, and rewriting

### LISTENING AND SPEAKING

*Students will be able to...*

- Orally present content with a focus on rate, intonation, posture, eye contact, and volume
- Integrate multimedia and visual displays into presentations to clarify information and add interest

### TECHNICAL COMPREHENSION

*Students will be able to...*

- Determine central ideas or information of primary and secondary sources and provide an accurate summary
- Identify key steps in a text's description of a process related to social studies
- Cite specific textual evidence to support analysis of primary and secondary sources
- Describe how a text presents information

## **MATHEMATICS**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

alternate exterior angles	alternate interior angles	domain	function	hypotenuse	intercept	irrational numbers
linear equation	radical	simplify	slope	square root	vertical angles	

### THE NUMBER SYSTEM

*Students will be able to...*

- Understand the difference between rational and irrational numbers
- Use rational approximations of irrational numbers to compare and locate them on a number line

### EXPRESSION AND EQUATIONS

*Students will be able to...*

- Know and apply the properties of integer exponents to generate equivalent numerical expressions
- Use square root and cube root symbols to represent solutions to equations and evaluate square roots and cube roots
- Use scientific notation to estimate very large or very small quantities

- Perform operations with numbers expressed in scientific notation and interpret scientific notation that has been generated by technology
- Graph proportional relationships, interpreting the unit rate as the slope of the graph, and compare two different proportional relationships represented in different ways
- Understand and determine the slope of a line
- Solve linear equations in one variable
- Analyze and solve pairs of simultaneous linear equations

## FUNCTIONS

*Students will be able to....*

- Understand the concept of a function
- Compare properties of two functions each represented in a different way
- Interpret the equation  $y=mx+b$  as defining a linear function, whose graph is a straight line
- Construct a function to model a linear relationship between two quantities, determine the rate of change and initial value of the function, and interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values
- Describe qualitatively the functional relationship between two quantities by analyzing a graph and sketch a graph that exhibits the qualitative features of a function that has been described verbally

## GEOMETRY

*Students will be able to....*

- Verify the properties of rotations, reflections, and translations
- Understand and determine congruent, two-dimensional figures
- Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates
- Understand and determine similar, two-dimensional figures
- Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles
- Explain a proof of the Pythagorean Theorem and its converse
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system
- Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems

## STATISTICS AND PROBABILITY

*Students will be able to....*

- Construct and interpret scatter plots
- Know that straight lines are widely used to model relationships between two quantitative variables
- Use the equation of a linear model to solve problems in the context of bivariate (two variable) measurement data, interpreting the slope and intercept
- Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table

## **SCIENCE**

### KEY VOCABULARY

Students will define and use the following vocabulary...

acceleration	acid	atom	base	chemical change	chemical properties
chemical reaction	compound	density	dependent variable	electrolysis	electron
element	gravity	heat energy	independent variable	inertia	kinetic energy
mass	mixture	molecule	nuclear energy	Periodic Table	pH
phase change	physical change	physical properties	polymer	potential energy	radiation
solubility	speed	states of matter	velocity	weight	

### SCIENTIFIC INQUIRY

Students will be able to...

- Perform experiments that address hypothesis, following a multi-step procedure, data collecting, identifying variables, and creating a detailed conclusion
- Identify a dependent/independent variable and control/experimental group
- Collect data, find patterns in the data, and use data to reach a valid conclusion

### CHEMISTRY AND PHYSICS

Students will be able to...

- Investigate principles of chemistry including measurement, atoms, elements, and the periodic table
- Explain and demonstrate properties of physics including motion and energy

### TECHNOLOGICAL DESIGN

Students will be able to...

- Develop ability to identify and state a problem, design a solution, and then implement a solution
- Assess the advantages and limitations of different designs to then determine which designs best fit specific situations and objectives

### SCIENTIFIC LITERACY

Students will be able to...

- Use data from an experiment to defend or refute a claim
- Distinguish between fact, opinion, reasoned judgment, and speculation in a text
- Follow a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks
- Read scientific texts and data and be able to form conclusions

## **SOCIAL SCIENCE**

### KEY VOCABULARY

Students will define and use the following vocabulary...

civil war	communism	Constitution	Democrat/Republican	depression	due process
electoral college	embargo	fascism	immigration	impeachment	judicial review
militarism	propaganda	protest	reform	revolution	segregation
tariff	terrorism	tolerance	unalienable rights		

### CULTURE

Students will be able to...

- Define, explain, ask and/or find answers to questions related to culture
- Find, select, organize, and present information to compare various cultures according to specified aspects of culture such as institutions, language, religion, and the arts
- Explain how patterns of behavior reflect cultural values and beliefs

### TIME, CONTINUITY, AND CHANGE

Students will be able to...

- Analyze past periods, events, and issues, using a variety of primary and secondary sources, historical methods of research, and literacy skills
- Write arguments to support claims with clear reasons and relevant evidence
- Use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources

### PEOPLE, PLACES, AND ENVIRONMENT

Students will be able to...

- Explain the relationship between humans and their environment

### INDIVIDUALS, GROUPS, AND INSTITUTIONS

Students will be able to...

- Identify and analyze the effects of interactions between and among individuals, groups, and institutions and its influence on the learner and society

### POWER, AUTHORITY, AND GOVERNANCE

Students will be able to...

- Explain the purpose and organization of governments
- Understand different forms of government in civilizations or nations
- Identify various rights and responsibilities of citizens

### PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Students will be able to...

- Ask and find answers to questions about production, availability of resources, distribution of goods and services around the world
- Compare and contrast various types of economies
- Understand the relationship between technology and economic decisions

### SCIENCE, TECHNOLOGY, AND SOCIETY

Students will be able to...

- Identify examples of science and technology that have impacted individuals, society, and/or world
- Explain how science and technology have impacted individuals, society, and/or world
- Discuss different ethical issues presented by science and technology

## GLOBAL CONNECTIONS

*Students will be able to...*

- Explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding or lead to misunderstanding between cultures
- Identify the ways in which people and societies are connected globally today and in the past

## CIVIC IDEALS AND PRACTICES

*Students will be able to...*

- Explain different ways a person becomes informed about civic issues
- Identify and describe the role of a citizen in various forms of governments, past and present
- Develop a position or claim on an issue and use evidence to defend it

## **SCIENCE, TECHNOLOGY, ENGINEERING, MATH (STEM)**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

algorithm	input	output	drive/driven gear	mechanism	force
torque	simple gear train	vital signs	epidemic	outbreak	pathogen
diagnose	symptom	efficiency	energy	sustainable	nonrenewable
motion: linear, reciprocating, oscillating, and rotary					conservation

## ENGINEERING AND INNOVATION

*Students will be able to...*

- Demonstrate an ability to identify, formulate, and solve engineering problems
- Create a physical model or prototype
- Demonstrate an ability to design a system, component, or process to meet desired needs within realistic constraints
- Describe and/or analyze moments within a problem-solving process where persistence, iteration, and the positive role of failure played an important role in gaining understanding about a problem

## DESIGN PROCESS

*Students will be able to...*

- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem
- Analyze data from tests to determine the best characteristics that can be combined into a new solution to better meet the success criteria
- Demonstrate sketching and dimensioning in orthographic and isometric projections

## 21ST CENTURY SKILLS

*Students will be able to...*

- Collaborate effectively on a diverse and multi-disciplinary team
- Communicate effectively for specific purposes and settings
- Demonstrate respectful behavior toward self, classmates, teacher, and classroom
- Practice perseverance, learning from mistakes, and asking thoughtful questions

## EXPANDING SPANISH

### KEY VOCABULARY

Students will define and use the following vocabulary...

adjective	comprar	conjugate	definite articles	ellos/as	formal
gender	gender agreement	gustar	infinitive	informal	ir
nosotros	noun	possessive adjective	present progressive	present tense	repita, por favor
ser	subject pronouns	tener	usted/ustedes	verb	vosotros

### WRITING

Students will be able to...

- Connect sentences to form short compositions

### READING

Students will be able to...

- Understand the main idea and supporting details from text

### LISTENING

Students will be able to...

- Understand the main idea and supporting details from various media

### SPEAKING

Students will be able to...

- Express opinions on various topics

### GEOGRAPHY

Students will be able to...

- Understand the relationship between people, places, and environments

### CULTURE

Students will be able to...

- Examine the influence of groups, institutions, and individuals on society
- Understand how human beings create, learn from, share, and adapt to culture
- Explore the rights and responsibilities of being a global citizen

## SOCIAL EMOTIONAL LEARNING

### KEY VOCABULARY

Students will define and use the following vocabulary...

communication	goal setting	stereotypes
---------------	--------------	-------------

Students will be able to...

- Recognize personal qualities and external supports
- Demonstrate skills related to achieving personal and academic goals
- Recognize individual and group similarities and differences
- Use communication and social skills to interact effectively with others
- Contribute to the well-being of one's school and community
- Analyze the role of extra-curricular activities in how you feel about school



- Analyze how using illegal substances could interfere with achievement of long term goals
- Describe strategies for preventing or stopping bullying
- Practice effective speaking and listening
- Identify or engage in service projects within your school or community

## **HEALTH**

*Students will be able to...*

- Take responsibility for their health and understand and describe the three parts of health
- Use and discuss effective communication, including emotions, stress, and decision making
- Understand and demonstrate the importance of healthful friendships, families, and relationships
- Understand the effects of drug use (alcohol, tobacco, prescription, OTC, illegal) on the body
- Set and achieve a health-related goal

## **PHYSICAL EDUCATION**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

anticipate	bmi (body mass index)	body composition	box-step	circuit	cooperation
defend	dismount	lifelong fitness	respect	sportsmanship	strategy
teamwork	technique	trajectory			

### MOTOR SKILLS

*Students will be able to...*

- Improve learned skills and apply them to game situations
- Participate in all skill building sessions and game situations
- Perform essential skills (tumbling, vaulting, ring, high bar, and beam skills, serving, passing, hitting, setting, running, jumping, throwing, catching, pitching) in various team and individual sports

### PHYSICAL FITNESS

*Students will be able to...*

- Participate and complete all physical fitness tests and measurements
- Evaluate personal fitness level and find areas to improve
- Discuss the importance of lifelong physical activity

### COGNITIVE SKILLS

*Students will be able to...*

- Understand key vocabulary and definitions that are associated with team and individual sports
- Apply knowledge of key concepts and ideas to written exams
- Create basic strategies to use in gameplay

### SPORTSMANSHIP

*Students will be able to...*

- Participate in partner and group instructional activities
- Apply concept of teamwork to instructional activities and game play
- Mediate amongst peers to resolve conflict effectively during game play or activities
- Show respect for equipment, instructors, and classmates; proper behavior in all P.E. facilities (gymnasiums, outdoor fields, locker room)
- Demonstrate the ability to be prepared for class everyday

## **INFORMATION LITERACY**

Access information efficiently and effectively to inquire, think critically, and gain knowledge

*Students will be able to...*

- Recognize the need for information
- Formulate questions based on information needs
- Identify a variety of potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Evaluate information critically and competently

*Students will be able to...*

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

*Students will be able to...*

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

*Students will be able to...*

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

*Students will be able to...*

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

## **TECHNOLOGY**

COMMUNICATION AND COLLABORATION

*Students will be able to...*

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Design, develop, publish, and present projects such as Web pages or videos that demonstrate curriculum concepts to appropriate audiences
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

## CREATIVITY AND INNOVATION

*Students will be able to...*

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Create multimedia projects that include appropriate content, sounds, animations, digital images, and transitions
- Create original works as a means of personal or group expression

## CRITICAL THINKING

*Students will be able to...*

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
- Use technology for problem solving and extended learning activities
- Plan and manage activities to develop a solution or complete a project
- Identify the bias of electronic information sources
- Collect and analyze data to identify solutions and/or make informed decisions

## RESEARCH AND INFORMATION FLUENCY

*Students will be able to...*

- Students apply digital tools to gather, evaluate, and use information
- Plan strategies to guide inquiry

## TECHNOLOGY OPERATIONS AND CONCEPTS

*Students will be able to...*

- Students demonstrate a sound understanding of technology concepts, systems, and operations
- Use appropriate terminology in the use of applications and processes
- Select and use applications effectively and productively

## DIGITAL CITIZENSHIP

*Students will be able to...*

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- Advocate and practice safe, legal, and responsible use of information and technology
- Use copyrighted materials appropriately

## **EXPRESSIVE ARTS**

## **FOOD SCIENCE**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

carbohydrate	protein	fat	macronutrient	food
sugar	recommended daily intake	coagulation	emulsion	obesity
hypertension	analysis	additive	molecule	compound
saturated fat	unsaturated fat			

### CULTURAL AND ETHNIC NUTRITION

*Students will be able to...*

- Compare and contrast dietary guidelines from around the world
- Conduct nutrient analyses of ethnic diets

### NUTRITION ANALYSIS

Students will be able to...

- Conduct protein, lipid, and starch analyses
- Examine societal and personal health implications of food choices
- Investigate a variety of food additives

### FOOD SCIENCE CAREER OPPORTUNITIES

Students will be able to...

- Evaluate opportunities for employment and entrepreneurial endeavors in the Food Science sector

### WORK HABITS

Students will be able to...

- Prepare food for presentation and assessment
- Demonstrate responsible use of materials
- Demonstrate responsible behavior in the lab

### **GLOBAL STUDIES**

#### ADVANCED GEOGRAPHY

Students will be able to...

- Explain how human interactions with geographic factors have shaped present conditions
- Locate political and physical geographic features of the world

#### ACTIVIST

Students will be able to...

- Complete a multimedia global issues project showing the significance of a chosen world concern
- Analyze struggling nations and the factors that influence development

#### WORLD SIMULATION

Students will be able to...

- Analyze key influences of governmental development
- Understand the influences that lead to conflict between nations
- Explain the effects of cooperation between countries

#### ANCIENT GAMES OF THE WORLD

Students will be able to...

- Analyze historic and cultural influences in the development of traditional pastime activities
- Understand the development of important traditional games throughout the world from past to present

### **MUSIC in the MEDIA**

#### KEY VOCABULARY

Students will define and use the following vocabulary...

soundtrack	advertisement	radio jingle	transition	demographic	tagline
musical loop	mood	trailer	silent films	marketing	consumer
commercial					

#### CREATING MUSIC

Students will be able to...

- Create their own background music for an existing movie trailer
- Compose a radio jingle

## MUSICAL ANALYSIS

*Students will be able to...*

- Describe the way music affects movies, radio, television, and other media outlets
- Reflect on and describe the best way to use music in advertising
- Describe the way that music in the media has changed over time
- Identify popular musical compositions and their use in current media

## MUSICAL PRODUCTION & PRESENTATION

*Students will be able to...*

- Present their observations on the way music enhances movie trailers
- Assemble a sample soundtrack for a new television show or movie proposal
- Identify and recall the way music affects our perception of advertisements, the Internet, movies, and television shows

## MUSIC TECHNOLOGY

*Students will be able to...*

- Use GarageBand loops to create a radio jingle that accompanies a product
- Use iMovie to compile a sample soundtrack and movie/television show proposal

## **THEATRE ARTS**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

arena	blocking	center stage	character	conflict	costume
cue	dialogue	director	downstage	ensemble	genre
improvisation	light board op	lighting designer	make-up	mime	pantomime
playwright	producer	props (properties)	proscenium	run-through	sound engineer
stage	stage crew	stage manager	stage left	stage right	tableau
theatre	thrust	upstage			

### ELEMENTS OF DRAMA

*Students will be able to...*

- Identify the elements of character, plot, motivation, theme, style, conflict, dialogue, characterization, stage direction, and improvisation
- Identify the historical, social, and cultural factors that influence theatre

### DRAMA AND MUSICAL THEATRE APPRECIATION

*Students will be able to...*

- Demonstrate knowledge of selected theatrical eras and genres
- Illustrate the connection of music, theatre, opera, and culture
- Develop a presentation illustrating theatre pioneers' salient contributions
- Demonstrate strategies of improvisation and acting techniques

### TECHNOLOGY AND THEATRE PRODUCTION

*Students will be able to...*

- Identify the technical elements of theatre including costuming, sound and lighting, property management, set design, and make-up techniques
- Create a scale model of a scene from an established work
- Produce a selected theatre piece or an original theatre work for stage or film

## **INTRODUCTION to SONGWRITING**

### KEY VOCABULARY

Students will define and use the following vocabulary...

verse	pre-chorus	bridge	introduction	chorus	form
lyrics	key phrase	rhyme scheme	arrangement	cover	metaphor
simile	chord progression	soloist	band	vocalist	instrumentalist
melody	harmony	dynamics	meter	effect	

### CREATING MUSIC

Students will be able to...

- Write and compose an original song
- Create musical accompaniment appropriate for their piece
- Arrange an original song appropriately for performance

### MUSIC HISTORY

Students will be able to...

- Identify and describe famous songs, songwriters, and their influences throughout history
- Describe the way songwriting has evolved in America over time
- Identify the connection between different movements in society and the songs that followed

### MUSIC PRODUCTION & PERFORMANCE

Students will be able to...

- Perform some aspect of a song on a chosen musical instrument
- Play a production role in producing our end of the class concert

### MUSIC TECHNOLOGY

Students will be able to...

- Use GarageBand to create a chord progression for a popular song
- Use GarageBand to add final production elements to a recorded song
- Use music engraving software to notate a melody and write lyrics for the chorus of a song

## **SCULPTURE and CERAMICS**

### KEY VOCABULARY

Students will define and use the following vocabulary...

abstract	monumental	public art	realistic	scale model
----------	------------	------------	-----------	-------------

### APPRECIATION AND ANALYSIS OF SCULPTURE

Students will be able to...

- Create a product that shows the style and brief biography of a sculptor of their choice
- Verbally explain how a sculpture's elements and principles affect the viewer
- Identify the 3-dimensional element of form

### SCULPTURE PRODUCTION

Students will be able to...

- Create a functional or decorative 3-dimensional sculpture
- Create a functional 3-dimensional ceramic artwork

## SCULPTURE HISTORY

*Students will be able to...*

- Create a sculpture based on a specific artist's style
- Create a sculpture using different media - wire, ceramic, paper mache

## WORK HABITS

*Students will be able to...*

- Demonstrate good listening skills
- Demonstrate responsible use of materials
- Demonstrate respectful interaction with peers

## **MUSICAL THEATRE HISTORY & PERFORMANCE**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

character	director	composer	librettist	libretto
actor	producer	costume	set design	blocking
belting	mixed voice	head voice	upstage	downstage

### CREATING MUSIC

*Students will be able to...*

- Create an original musical theatre scene
- Create and participate in an original Vaudeville-style act

### ELEMENTS OF THEATRE

*Students will be able to...*

- Identify and demonstrate knowledge of important theatrical vocabulary
- Identify and recall stage directions and musical theatre vocal techniques
- Write and present a character biography for a chosen character in a show

### HISTORY OF MUSICAL THEATRE

*Students will be able to...*

- Identify and recall important musical theatre composers, directors, and producers from the 1900s to present day
- Identify and describe important characteristics from significant musical theatre productions from the 1900s to present day
- Identify the historical, social, and cultural factors that influence theatre

### MUSICAL PERFORMANCE

*Students will be able to...*

- Demonstrate knowledge of acting technique by performing an existing scene and/or musical selection
- Perform an improvised scene with others
- Perform and produce a group Vaudeville-style act

## **FILM STUDIES**

### KEY VOCABULARY

Students will define and use the following vocabulary...

falling action	genre	inciting incident	rising action	turning point
----------------	-------	-------------------	---------------	---------------

### APPRECIATION AND ANALYSIS OF FILM

Students will be able to...

- Identify the narrative structure of a film including the Inciting Incident, Rising Action, and Turning Point
- Write an analysis of a film seen in class using the parts described above
- Identify genre, mood, theme for a film viewed in class

### FILM PRODUCTION

Students will be able to...

- Demonstrate knowledge of Persistence of Vision by creating a product that demonstrates Persistence of Vision
- Create a short film that demonstrates jump cut, match cut, close up, medium and long shot and a standard narrative structure

### FILM HISTORY

Students will be able to...

- Identify several important directors in film history
- Identify several important films in film history

### WORK HABITS

Students will be able to...

- Demonstrate good listening skills
- Demonstrate responsible use of materials
- Demonstrate respectful interaction with peers

## **ADVANCED ART 2-D**

### KEY VOCABULARY

Students will define and use the following vocabulary...

aerial	architect	composition	crosshatching	elevation
--------	-----------	-------------	---------------	-----------

### APPRECIATION AND ANALYSIS OF ART

Students will be able to...

- Create a product that shows the style and brief biography of an artist of their choice
- Verbally explain how artwork affects the viewer through its elements and principles

### ART PRODUCTION

Students will be able to...

- Create a drawing using the basic rules of perspective
- Create an observational drawing
- Create artwork using different media - watercolor, acrylic, scratch board

### ART HISTORY

Students will be able to...

- Identify selected artists by looking at artwork samples
- Create a painting based on a specific artist's style



## WORK HABITS

*Students will be able to...*

- Demonstrate good listening skills
- Demonstrate responsible use of materials
- Demonstrate respectful interaction with peers