Washington Office of Superintendent of
PUBLIC INSTRUCTION

Career & Technical Education
Interim Curriculum Framework

Required Form
EVERETT PUBLIC SCHOOLS

Course Information		
Course Title: Technical Theatre II/III		**Total Framework Actual Hours:** 180
CIP Code: 500502	☐ **Exploratory** ☒ **Preparatory**	**Date Last Modified:** 01.2025
Career Cluster: Arts, /V Technology & Communications		**Cluster Pathway:** Arts, /V Technology & Communications
Course Summary: A course that prepares individuals to apply artistic, technical and dramatic principles and techniques to the communication of dramatic information, ideas, moods, and feelings through technical theatre methods. Includes instruction in set design, lighting design, sound effects, theater acoustics, scene painting, property management, costume design, and technical direction and production and use of computer applications to support these functions above.		

Industry-Recognized Credentials:
You Science Precision Exams - 21st Century Success Skills
Backstage Exam – USITT/EdTA
IATSE – Entry Exam

Work-Based Learning:
Guest speakers
Field Trips
Industry Mentors

CTSO:
Thespians Society

Course Software:
NA

Course Equipment:
LED Stage Lighting Fixtures
ETC IONXE Operating Board

Sound Board

Unit Outline	
Unit	**Hours**
Tech Theatre Jobs and Leadership Roles	20
Safety and Tools	30
Design and Elevations	30
Scenic Construction and Painting	20
Lighting and Rigging	20
Sound Engineering	20
Costume, Makeup, Hair/Wigs	20
Stage management, careers and beyond	20
Total Hours	

Unit Information	
Unit: Tech Theatre jobs and leadership roles	**Total Learning Hours for Unit:** 20
Unit Summary: • Career Choices in Theatre and the Entertainment Industry • Technical Theatre Unions/CTSO/Memberships (IATSE and more)	
Components and Assessments	
Performance Assessments: • Jobs and Responsibility Quiz • A presentation on Theatre and Beyond	
Leadership Alignment: 9.A Interact Effectively with Others 9.A.1 Know when it is appropriate to listen and when to speak 9.A.2 Conduct themselves in a respectable, professional manner 10.B.1.h Be accountable for results 11.A.2 Leverage strengths of others to accomplish a common goal 10.B.1.h Be accountable for results ***Leadership Activities:*** *Crew chiefs will be responsible for crew participation, safety, and accountability, including turning in a daily report to the instructor.*	
Industry Standards and/or Competencies	
Name of standards: Theatre Technology Standards	**Website:** https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_SBE_4d8d8761f5.pdf

1.1 Understand and apply various production roles and their responsibilities: Scenery, Lights, Sound, Costumes, Make up, Properties, Publicity, Stage Management, & Technical Direction.
1.2 Utilization of stage directions as it pertains to the design of a set.
1.3 Demonstrate mastery of theatre terminology and lexicon.
1.4 Show proficient knowledge in trends concerning professional theatre.
1.5 Shows professional level of concern and respect for diversity and equity.

Aligned Washington State Learning Standards *In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.*	
Arts	**TH:Cr1.1.I.a.** Apply basic research to construct ideas about the visual composition of a drama/theatre work. **TH:Pr5.1.III.b**. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.
Educational Technology	**4. Innovative Designer** **4.d.** Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. **6. Creative Communicator** – Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. **6.a.** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
English Language Arts	**College and Career Readiness Anchor Standards for Writing** **Research to Build and Present Knowledge** 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Social Studies	**SSS3:** Deliberates public issues.

Unit Information	
Unit: Safety and tools	**Total Learning Hours for Unit:** 30

Unit Summary: Unit is a flexible unit and practical tool use will vary depending upon the ongoing access to a safe shop/stage space to work.

- Backstage Exam Pre-Test
- Tool use practice and demonstration
- Tool Identification
- Ladder Safety
- Safe practices (OSHA/Basic carrying, lifting, and storage)
- Basic safety/injury care/procedures and reporting

Components and Assessments

Performance Assessments:

- Shop Attire Demonstration
- Accident Report Project
- General Shop Safety Test
- Site Specific Tool Safety Tests

Leadership Alignment:

11.B.1 Act responsibly with the interests of the larger community in mind

10.B.1.f Collaborate and cooperate effectively with teams

Leadership Activities:

- *Students will be put in groups after watching the instructor demonstrate and teach the safety skills and work together reviewing the materials.*
- *The group leader will hold group accountable to the highest level of safety, ensuring the proper use of tool operation.*

Industry Standards and/or Competencies	
Name of standards: Theatre Technology Standards	**Website:** https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_SBE_4d8d8761f5.pdf

2.1 Describe and demonstrate general and specific safety procedures
2.2 Describe and demonstrate procedures unique to theatre practice
2.3 Identify and demonstrate personal safety procedures
2.4 Defend, demonstrate, and supervise tool and machine safety procedures
2.5 Identify and demonstrate proper accident and emergency procedures
2.6 Demonstrate competent knowledge of the tools used in the theatre scene shop
2.7 Identify, demonstrate, and supervise proper usage of handheld and stationary power tools
2.8 Conduct and demonstrate themselves in a respectable, professional manner to others

Aligned Washington State Learning Standards *In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.*	
Arts	**TH:Cr1.1.II.b.** Understand and apply technology to design solutions for a drama/theatre work. **TH:Pr5.1.I.b.** Use researched technical elements to increase the impact of design for a drama/theatre production. **TH:Pr5.1.III.b**. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.
Educational Technology	**1.d.** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies
English Language Arts	**College and Career readiness anchor Standards for Writing** **Text Types and Purposes** 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Health and Physical Education	**H1.Sa1.HS** Describe how to prevent occupational injuries.

Unit Information	
Unit: Design and elevations	**Total Learning Hours for Unit:** 30
Unit Summary: Unit will cover the following: • Concept Sketching of Ground Plans using elevations through accurate 2D drawings from different perspectives • Design Development and use of design communication w/labeling • Model Building • Technical Drawing Exercises • Critique Sessions – Presentations o Designs • Introduction to BASIC CAD – Sketchup and Vectorworks • Real-world application – connect design principles to practical construction by incorporating input from experience stage technicians	
Components and Assessments	
Performance Assessments: • Technical Drawing Accuracy: Evaluate precision and clarity of student elevation drawings. • Design Portfolio: Collect student sketches, ground plans, elevations, and renderings to showcase design development • Software proficiency – BASIC CAD software understanding for digital elevation drawings	
Leadership Alignment: 1.B.3 Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight ***Leadership Activities:*** *Students will work closely as a crew to implement the true and functional design of the set and other needed components.*	
Industry Standards and/or Competencies	
Name of standards: Theatre Technology Standards	**Website:** https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_SBE_4d8d8761f5.pdf
3.1 Apply key questions in the theatrical design process. 3.2 Know and apply the following design elements: color, feeling, experience, and theme. 3.3 Apply design concepts to a script utilizing various elements of technical theatre. 3.4 Demonstrate understanding of scale drawings and their use in design and construction.	
Aligned Washington State Learning Standards *In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.*	
Arts	**TH:Pr5.1.II.b.** Apply technical elements and research to create a design that communicates the concept of a drama/theatre production. **TH:Pr5.1.III.b**. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Educational Technology	**9-12.3.d.** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. **9-12.5.c.** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
English Language Arts	**L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Health and Physical Education	**H1.Sa1.HS** Describe how to prevent occupational injuries.
Mathematics	**G-MG3**. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.)

Unit Information	
Unit: Scenic construction and painting	**Total Learning Hours for Unit:** 20

Unit Summary:

- Common scenic materials (plywood, lumber, canvas, muslin)
- Cutting and measuring techniques
- Safe use of power tools and hand tools (this may be limited to space and safe access)
- Assembly methods for basic set elements like flats, drops, platforms, and wagons
- Hardware recognition and proper use
- Color theory and application for scenic painting
- Paint Applications – scumbling, dry brushing, sponging, stippling, and rag-rolling
- Techniques for scaling up designs using grids
- Techniques for aging and weathering sets

Components and Assessments

Performance Assessments: *(Assessments/rubrics will be individualized for each student and their focus area, skill level, and experience)*

- Evaluation and critique of craftsmanship of model set by instructor.
- Design Development – Written/Practical
- Building a basic flat – Written/Practical
- Backdrops on a 12”x 12” scale muslin canvas
- Creating textured surfaces on 12”x12” scale muslin canvas – stone, wood grain, brick
- Material Management
- ***Tech Olympics –*** *Students participate in speed rounds of specified tech tasks such as rigging knots, lighting fixture set up/focus/hang, and more. This is an ongoing practice in each unit of study culminating in a final Tech Olympics at our State Festival, National Festival, and end of year course event.*

Leadership Alignment:
8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
10.A.2 Prioritize, plan and manage work to achieve the intended result
Leadership Activities:
Students will engage in production and build of a functional set with peers in respect to deadlines and material limitations.

Industry Standards and/or Competencies	
Name of standards: Theatre Technology Standards	**Website:** https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_SBE_4d8d8761f5.pdf

4.1 Implement key questions in the theatrical design process using stock and custom scenery.
4.2 Translate a scale-drawing of a flat and platform to a practical set.
4.3 Execute design concepts to set, problem-solving design to functionality.
4.4 Design, build, and/or acquire different types of props suitable to the show.
4.5 Analyze a script to interpret scenic prop requirements as it pertains to a specific show.
4.6 Use critical thinking skills to troubleshoot, invent, design, and create props for an actual show.
4.7 Apply their understanding of faux realism by creating a surface with combined texture to emulate a real object.
4.8 Apply their understanding of proper care and usage of brushes, sponges, rollers, and sprayers.

Aligned Washington State Learning Standards *In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.*	
Arts	**TH:Pr5.1.II.b.** Apply technical elements and research to create a design that communicates the concept of a drama/theatre production. **TH:Pr5.1.III.b**. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.
Educational Technology	**9-12.3.d.** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. **9-12.5.c.** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
English Language Arts	**L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Environment & Sustainability	**ESE Standard 3:** Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.
Health and Physical Education	**H1.Sa1.HS** Describe how to prevent occupational injuries.

Mathematics	**G-MG3**. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.)

Unit Information	
Unit: Lighting and rigging	**Total Learning Hours for Unit:** 20
Unit Summary: • Counterweight Systems	

Components and Assessments

Performance Assessments: *(Assessments/rubrics will be individualized for each student and their focus area, skill level, and experience)*

- Light Plots Project
- Rigging Presentation
- Ropes Project
- ***Tech Olympics –*** *Students participate in speed rounds of specified tech tasks such as rigging knots, lighting fixture set up/focus/hang, and more. This is an ongoing practice in each unit of study culminating in a final Tech Olympics at our State Festival, National Festival, and end of year course event.*

Leadership Alignment:

11.B.1 Act responsibly with the interests of the larger community in mind

10.B.1.f Collaborate and cooperate effectively with teams

Leadership Activities:

- *Students will supervise a hang and focus with peers. (Tech III students will be leaders/supervising and leading group tasks)*
- *Students will supervise fly system operation. (Tech III students will lead/students over 18 will operate the fly rail)*

Industry Standards and/or Competencies

Name of standards: Theatre Technology Standards	**Website:** https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_SBE_4d8d8761f5.pdf

5.1 Demonstrate the functions of lighting and the controllable properties of light.
5.2 Utilize different lighting instruments with respect to their specific functions in a lighting design.
5.3 Create a functional, standard lighting plot.
5.4 Supervise proper and safe equipment use in hanging & focusing a light.
5.5 Demonstrate competent elements of light board operation.
5.6 Utilize the parts of the rigging system and explain their specific functions to enhance of the tone of the show.
5.7 Supervise proper safety protocol while peers are operating the rigging system.
5.8 Demonstrate ability to hang a backdrop or scenery piece safely.
5.9 Teach and supervise ability to tie overhand knot, square knot, bowline knot, & clove hitch knot.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**TH:Cr1.1.II.b.** Understand and apply technology to design solutions for a drama/theatre work. **TH:Pr5.1.II.b.** Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
Computer Science	**3B-AP-17.** Plan and develop programs for broad audiences using a software lifecycle process.
Educational Technology	**9-12.3.d.** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. **9-12.5.c.** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
English Language Arts	**L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Health and Physical Education	**H1.Sa1.HS** Describe how to prevent occupational injuries.

Unit Information	
Unit: Sound engineering	**Total Learning Hours for Unit:** 20

Unit Summary:

- Equipment Safety
- Sound Systems
- Mics
- Special Effects
- Foley Sound
- ***Tech Olympics –*** *Students participate in speed rounds of specified tech tasks such as mic set up/power set up w/amps, monitors, speakers, and more. This is an ongoing practice in each unit of study culminating in a final Tech Olympics at our State Festival, National Festival, and end of year course event.*

Components and Assessments

Performance Assessments:

- Radio Play Project (may include Foley SFX) Practical/Performance Exam)
- Channel Flow Chart Project
- Equipment Use/Safety Protocol

Leadership Alignment:

10.B.1.h Be accountable for results
11.A.3 Inspire others to reach their very best via example and selflessness
11.A.2 Leverage strengths of others to accomplish a common goal

Leadership Activities:

Students will take turns supervising a team in the production of a radio play.

Industry Standards and/or Competencies	
Name of standards: Theatre Technology Standards	**Website:** https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_SBE_4d8d8761f5.pdf
7.1 Demonstrate mastery of sound terminology, including systems used in theatrical settings. 7.2 Supervise the set-up, operation, and strike of sound technology with respect to microphones, sound board, and accessories. 7.3 Create special effects for production using foley, fair-use sound effects, and audio manipulation. 7.4 Learn and demonstrate understanding of digital audio programs. 7.5 Learn the rules around copyright and fair-use law.	
Aligned Washington State Learning Standards *In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.*	
Arts	**TH:Cr1.1.II.b.** Understand and apply technology to design solutions for a drama/theatre work. **TH:Pr5.1.III.b**. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.
Educational Technology	**9-12.3.d.** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. **9-12.5.c.** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
English Language Arts	**L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Health and Physical Education	**H1.Sa1.HS** Describe how to prevent occupational injuries.
Social Studies	**E3.11-12.5** Analyze the role of government in defining and enforcing property rights of a good or service.

Unit Information	
Unit: Costume, makeup, hair/wigs	**Total Learning Hours for Unit:** 20
Unit Summary: In Technical Theatre II/III students with varying skillsets will have the opportunity to take deeper dive into specific areas within this growing industry. More advanced students will explore more complex levels of design and craftsmanship and opportunity to oversee and mentor incoming Tech II students. • Costume Rendering • Hand Sewing • Machine Sewing • Makeup/Hair • Wig Making	
Components and Assessments	

Performance Assessments: *(Assessments/rubrics will be individualized for each student and their focus area, skill level, and experience)*

- Costume Design Project
- Makeup Design Project
- Hair/Wig Design Project
  **Note: Projects may be CTSO production related, competition submissions, or theoretical in design.*
- ***Tech Olympics –*** *Students participate in speed rounds of specified tech tasks such as quick changes, sewing fixes, wig placement, and more. This is an ongoing practice in each unit of study culminating in a final Tech Olympics at our State Festival, National Festival, and end of year course event.*

Leadership Alignment:

10.B.1.f Collaborate and cooperate effectively with teams

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

Leadership Activities:

Students will supervise the application of costumes and makeup for continuity.

Industry Standards and/or Competencies

Name of standards: Theatre Technology Standards	**Website:** https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_SBE_4d8d8761f5.pdf

6.1 Utilize the costume building tools, including the use of sewing machines and hand stitching.
6.2 Analyze a script to interpret costume requirements including period and functionality (i.e., Quick change, microphone placement, fight scenes…).
6.3 Use critical thinking skills to develop costume renderings for an actual show.
6.4 Identify, understand, and apply the functions of theatrical makeup and tools in regard to specific characters.
6.5 Analyze a script to interpret makeup requirements for specific show considering story and directors vision.
6.6 Use critical thinking skills to develop makeup designs for an actual show.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**TH:Pr5.1.II.b.** Apply technical elements and research to create a design that communicates the concept of a drama/theatre production. **TH:Cr1.1.I.a.** Apply basic research to construct ideas about the visual composition of a drama/theatre work.
Educational Technology	**9-12.3.d.** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. **9-12.5.c.** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
English Language Arts	**L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Health and Physical Education	**H1.Sa1.HS** Describe how to prevent occupational injuries.

Unit Information	
Unit: Stage management, careers and beyond	**Total Learning Hours for Unit:** 20

Unit Summary:

- Understanding the role
- Pre-Production Planning – schedules, rehearsal calendar, contact sheets
- Rehearsal Management – recording changes, blocking/notation, time management
- Prompt Book Creation with cues and script annotation
- Cue Calling – calling cues for lighting, sound, set changes, actor entrances
- Introduction to other careers in theatre

Components and Assessments

Performance Assessments: *(Assessments/rubrics will be individualized for each student and their focus area, skill level, and experience)*

- Students will apply performance skill in a professional manner according to step-by-step procedure
- Stage Management Prompt Book for school production: students will prepare and execute a professionally prepared Stage manager (Showbook). Student will effectively call cue for other stations to follow and execute.
- Students will run a live show for a client outside the district.
- ***FINAL Tech Olympics –*** *Students participate in speed rounds of specified tech tasks from each unit. This is an ongoing practice in each unit of study culminating in a final Tech Olympics at our State Festival, National Festival, and end of year course event.*

Leadership Alignment:

10.B.1.h Be accountable for results
11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal
8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

Leadership Activities:

Students will understand and perform the duties of a lead or manager in one of the key stations including lights, sound, props, fly rail, and floor.

Industry Standards and/or Competencies

Name of standards: Theatre Technology Standards	**Website:** https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_SBE_4d8d8761f5.pdf

8.1 Apply understanding to set up and run rehearsal schedules
8.2 Demonstrate working with other departments to plan wardrobes, set design, scene changes, sound and lighting
8.3 Create and maintain a 'prompt copy' of the script with notes for the performers blocking, script changes, as well as technical notes
8.4 Describe and demonstrate calling the cues of a school production

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**TH:Cr3.1.III.c**. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work. **TH:Cr1.1.III.b.** Create a complete design for a drama/theatre work that incorporates all elements of technology.
Educational Technology	**9-12.3.d.** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. **9-12.5.c.** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
English Language Arts	**SL.9-10.** 1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **SL.9-10.1b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Health and Physical Education	**H1.Sa1.HS** Describe how to prevent occupational injuries.

CTE Application Assurances: Education Data System (EDS)

1. ***Sequence of Courses***

   District assures that students have access to a sequence of CTE courses, in a planned progression of learning experiences that leads to postsecondary education, apprenticeship, and workforce.

2. ***Course Oversight***
   a. *District assures that the general advisory committee, meeting criteria of RCW 28A.150.500, has reviewed labor market data to determine the need for this/these course(s).*
   b. *District assures that CTE programs, including the course or courses reflected in this application is/are reviewed annually and the results are used for continuous program improvement and annual update of district four-year plan.*
      - *This includes the evaluation of whether this course or courses align with high demand occupation as defined in RCW 28A.700.020. In the event that it is determined a course no longer aligns with high demand occupations, the district understands the need to phase the course out.*

   c. *District assures that an appropriately certified CTE teacher will be instructing this/these course(s).*
      - *If a conditional certification is utilized, all requirements in WAC 181-77-014 will be met.*

3. ***Course Content***
   a. *Industry Alignment: District assures alignment with current state and/or nationally recognized industry standards. In the absence of state or nationally recognized standards, program specific advisory committee is responsible for developing and integrating industry-based standards.*
   b. *Academic Alignment: District assures alignment with current and applicable Washington State Learning Standards.*
   c. *Leadership Alignment: District assures alignment with current and applicable Washington 21st Century Leadership skills, ensuring students practice and demonstrate identified leadership skills supporting increased employability. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.*
   d. *District assures course content reflected in framework identifies standards which are taught and assessed.*

4. ***Course Outcomes***
   a. *District assures that students are given access to extended learning and leadership opportunities related to the CTE course or program which occur beyond the scheduled school day and school year.*
      - *Extended learning is managed and/or supervised by certified CTE teachers.*
      - *CTE instructors are provided the time and resources to connect student learning with work, home, and community.*

   b. *District assures students will be given opportunities to demonstrate occupationally specific skills and competencies of current state and national standards using a contextual, hands-on approach.*
   c. *District assures that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in CTE.*
   d. *District assures that all students have access to embedded work-based learning opportunities which support students with career development and planning.*
      - *If worksite learning opportunities are provided in this course, district assures compliance to all worksite learning requirements.*
      - *If off-campus industry-based instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion*