



EVERETT PUBLIC SCHOOLS TECHNICAL THEATRE

Course: Technical Theater I; Technical Theater II; Technical Theater III	Total Framework Hours: 360
CIP Code: 500502 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 08.2018
Career Cluster: Arts, A/V Technology and Communications	Cluster Pathway: Performing Arts

Industry-Recognized Certificates:

Work-Based Learning:

Course Information:

COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Students will demonstrate 100% proficiency on a safety checklist Written terminology test Daily/Ongoing Assessment: Stagecraft Production Rubric Basic mastery of simple tools including but not limited to square, tape measure, drill 	
Leadership Alignment: 21st Century Skills 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) 3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact 3.A.5 Communicate effectively in diverse environments (including multi-lingual) Activity Communicate effectively with fellow students and teacher to demonstrate safety practices in a stagecraft environment.	
Standards and Competencies	
Unit: Introduction to Production Elements PS1: Demonstrate safe use of tools and equipment using proper theater terminology	
Industry Standards and/or Competencies <ul style="list-style-type: none"> Competency 1: Generate and conceptualize artistic ideas and work through the use of specific tools Learn safety and basic components to operate the following: <ul style="list-style-type: none"> Drill Table Saw 	Total Learning Hours for Unit: Technical Theatre 1: 10 Technical Theatre II: 5 Technical Theatre III: 5

- Chop Saw
- Jig Saw
- Grinder
- Fly Equipment
- Catwalks
- Grid

Aligned Washington State Learning Standards

Arts	TH:Cr1.1 Generate and conceptualize artistic ideas and work TH:Cr2.1 Organize and develop artistic ideas and work
English Language Arts	SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. RST4 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 9-12. RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. WR 2.3 Use interpersonal skills to facilitate effective teamwork. WR 2.4 Use a problem solving model and critical – thinking skills to make informed decisions. WR 2.5 Use effective time – management and goal – setting strategies. WR 2.7 Identify skills that can be transferable among a variety of careers. WR 2.8 Create and complete appropriate documents such as electronic portfolio, personal resume, employment application, letter of intent, letters of recommendation and thank you letters. WR-2.9 Complete job search documents, including job applications and W-4 forms. WR-2.10 Demonstrate proper interview techniques in various situations. WR 5.25 Identify practices used to avoid accidents. WR 5.15 Demonstrate safe dress and use of relevant safety gear and personal protective equipment.
Health and Physical Education	2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Ongoing crew performance assessment in assigned discipline – full participation and team/leadership in hair, makeup, set construction, backstage crew, costumes, wigs, sound or lighting/projection design
- 100% demonstration of following safety guidelines and crew directions
- Accountability/attendance for required dates
- Growth and mastery of theatrical concepts and terminology – ability to utilized language properly when working with a crew in assigned discipline
- Self-Reflection

Leadership Alignment:

21st Century Skills

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Activity

Students work collaboratively to plan and design all aspects of a production.

Standards and Competencies

Unit: Production Crew

PS 2: Construct a set, costume, wig, makeup plot, sound, or lighting/projection design from a set of plans and strike it when a production is completed.

Industry Standards and/or Competencies

Total Learning Hours for Unit:

Technical Theatre I: 70

Technical Theatre II: 45

Technical Theatre III: 45

- Competency 2.1 Generate and conceptualize artistic ideas and work
- Select a specific discipline to job shadow and be a crew member: Show mastery with tools specific to the chosen technical discipline.
- Examples:
 - Lumber/Materials
 - Fastening Material
 - Flat (Door, Window, wall)/Platform Construction
 - Bracing
 - Hard Goods/Soft Goods
 - Stair Units
 - Castors
 - Stock Scenery
 - Construction Math
 - Serger/sewing machine
 - Sewing scissors/patterns
 - Sound board/lighting board
 - Body Mic packs/frequencies, design, balance, and volume control
 - Projector – slide design/active and fixed
 - Smooth set change/proper use of handles and pullies, smooth transitions, sequencing of events and time management
 - Intercom system and cue management and communication
- Competency 2.2 Read Design Plans (Elevation, Plan View)
- Strike a set.
- Construction Math
- List terms of measurement commonly used in Theatre Arts
- Add and subtract fractions to produce proficient products
- Use appropriate tools to determine measurements

Aligned Washington State Learning Standards

Arts

TH:Cr1.1 Generate and conceptualize artistic ideas and work.
 TH:Cr1.1a Apply basic research to construct ideas about the visual composition of drama/theatre work.
 TH:Cr2.1 Organize and develop artistic ideas and work
 TH:Cr3.1 Refine and complete artistic work
 TH:Pr4.1 Select, analyze, and interpret artistic work for presentation
 TH:Pr5.1 Develop and refine artistic techniques and work for presentation
 TH:Pr6.1 Convey meaning through the presentation of artistic work
 TH:Re7.1 Perceive and analyze artistic work

	<p>TH:Re8.1 Interpret intent and meaning in artistic work</p> <p>TH:Re9.1 Apply criteria to evaluate artistic work</p> <p>TH:Cn10.1 Synthesize and relate knowledge and personal experiences</p> <p>TH:Cn11.1 Relate artistic ideas and works and societal, cultural, and historical context to deepen understanding</p> <p>TH:Cn11.1a Explore how cultural, global, and historical belief systems affect creative choices in a drama/theatre work</p> <p>TH:Cn11.2a Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods</p>
English Language Arts	<p>AS.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>AS.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>AS.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RST3 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.</p> <p>RST4 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.</p> <p>WR 3.12 Demonstrate the ability to work with the other employees to support the organization and complete assigned tasks.</p> <p>WR 3.13 Demonstrate willingness to learn and further develop skills.</p> <p>WR 3.14 Describe the importance of having a positive attitude and technique that boost morale.</p> <p>WR 3.15 Show initiative by coming up with unique solutions and taking on extra responsibilities.</p> <p>WR 3.18 Identify how to prioritize work to fulfill responsibilities and meet deadlines.</p> <p>WR 4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p>WR 4.2 Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p>WR 4.3 Identify and document workplace performance goals and monitor progress toward those goals.</p> <p>WR 4.9 Implement and evaluate solution(s).</p> <p>WR 5.1 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.</p> <p>WR 5.2 Explain emergency procedures to follow in response to workplace accidents.</p> <p>WR 5.7 Explain procedures for documenting and reporting hazards to appropriate authorities.</p> <p>WR 5.13 Read chemical, product, and equipment labels to determine appropriate health and safety considerations.</p> <p>WR 5.14 Identify, describe and demonstrate personal, shop and job site safety practices and procedures.</p> <p>WR 5.15 Demonstrate safe dress and use of relevant safety gear and personal protective equipment.</p> <p>WR 5.16 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics.</p> <p>WR 5.17 Locate emergency equipment in your lab, classroom.</p> <p>WR 5.18 Demonstrate the safe use, storage and maintenance of every piece of equipment in the shop and classroom.</p> <p>WR 5.19 Describe safety practices and procedures to be followed when working with and around electricity.</p> <p>WR 5.20 Illustrate proper handling and storage practices, including working with hazardous materials, disposal and recycling.</p> <p>WR 5.21 Demonstrate proper workspace cleaning procedures.</p> <p>WR 5.25 Identify practices used to avoid accidents.</p> <p>WR 6.1 Employ leadership skills to accomplish organizational goals and objectives.</p> <p>WR 6.2 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p>WR 6.4 Employ mentoring skills to inspire and teach others.</p> <p>WR 6.6 Offers/seeks suggestions, opinions, and information to team members.</p> <p>WR 6.7 Listens to and considers the ideas of team members.</p> <p>WR 6.8 Supports group decision even if not in total agreement.</p> <p>WR 6.9 Communicates changes or problems to team members.</p> <p>WR 6.10 Treat everybody with respect and understanding.</p>

WR 7.6 Internet search.

COMPONENTS AND ASSESSMENTS**Performance Assessments:**

- Written Terminology and parts Identification for basic sound and lighting components using our studio lab
- Completed sound plot for one event – written and physical demonstration/evidence to support choices based off of theatrical sound principles
- Completed lighting plot for one event – written plot, physical demonstration, and evidence to support choices based off of lighting principles
- Demonstration – safe hook up and proper use of sound/lighting equipment
- Self-Reflection

Leadership Alignment:**21st Century Skills**

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

Activity

Design and demonstrate technical elements appropriate to various performances through a sound and lighting lab

Skype job shadows with working professionals/interviews

Guest speakers/ stage technicians

Compete at the Washington State Thespian Conference in Tech. Olympics, in the areas of hanging and focusing an instrument, and/or setting up an amp/cable.

Standards and Competencies**Unit:** Technical Elements

PS 3: Use electrical, lighting and sound equipment effectively

Industry Standards and/or Competencies**Total Learning Hours for Unit:**

Technical Theatre I: 20

Technical Theatre II: 10

Technical Theatre III: 10

Competency 3.1 Identify and Use Equipment, including

- Ellipsoidals
- Fresnels
- Spot Light
- Par Can
- Cyc
- Strip
- microphones [handheld, aerial, wireless]
- amps
- speakers
- XLR cable
- Monitor
- Competency 3.2 Identify Accessories and Uses (Barn Door, Top Hat, Gobo, Gel, C-clamp, Pig Tail, Cable, Jumper, Two-Fer, Three-Fer, Stage Pin, Side Arm)
- Competency 3.3 Apply principles of Electricity (watts, circuitry, dimmer, hot, neutral, ground).
- Competency 3.4 Use Hang/Focus/Color Wheel
- Competency 3.5 Demonstrate Light Board Operation
- Competency 3.6 Perform Channel Hookup
- Competency 3.7 Exhibit Sound Design

- Competency 3.8 Demonstrate Sound board operation
- Competency 3.9 Explain Feedback
- Competency 4.0 Demonstrate Audio Cabling/connections
- Competency 4.1 Analyze a text for theme and specific needs
- Competency 4.2 Perform Trouble Shooting

Aligned Washington State Learning Standards

Arts	<p>TH:Cr1.1 Generate and conceptualize artistic ideas and work.</p> <p>TH:Cr1.1a Apply basic research to construct ideas about the visual composition of drama/theatre work.</p> <p>TH:Cr1.1b Explore the impact of technology on design choices in a drama/theatre work</p> <p>TH:Cr2.1b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work</p> <p>TH:Cr3.1c Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work</p> <p>TH:Pr4.1 Select, analyze, and interpret artistic work for presentation</p> <p>TH:Pr5.1 Develop and refine artistic techniques and work for presentation</p> <p>TH:Pr5.1b Use researched technical elements to increase the impact of design for a drama/theatre production</p> <p>TH:Pr6.1 Convey meaning through the presentation of artistic work</p> <p>TH:Re7.1 Perceive and analyze artistic work</p> <p>TH:Re8.1 Interpret intent and meaning in artistic work</p> <p>TH:Re9.1 Apply criteria to evaluate artistic work</p> <p>TH:Re9.1b Consider the aesthetics of the production elements in a drama/theatre work</p> <p>TH:Cn10.1 Synthesize and relate knowledge and personal experiences</p> <p>TH:Cn11.1 Relate artistic ideas and works and societal, cultural, and historical context to deepen understanding</p> <p>TH:Cn11.1a Explore how cultural, global, and historical belief systems affect creative choices in a drama/theatre work</p> <p>TH:Cn11.2a Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods</p>
English Language Arts	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p> <p>RST1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST3 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>

	<p>PS1G: Electrical force is a force of nature independent of gravity that exists between charged objects. Opposite charges attract while like charges repel.</p> <p>PS1H: Electricity and magnetism are two aspects of a single electromagnetic force. Moving electric charges produce magnetic forces, and moving magnets produce electric forces.</p> <p>PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.</p> <p>PS3A: Although energy can be transferred from one object to another and can be transformed from one form of energy to another form, the total energy in a closed system remains the same. The concept of conservation of energy, applies to all physical and chemical changes.</p> <p>PS3B: Kinetic energy is the energy of motion. The kinetic energy of an object is defined by the equation: $E_k = \frac{1}{2} mv^2$</p> <p>PS3D: Waves (including sound, seismic, light, and water waves) transfer energy when they interact with matter. Waves can have different wavelengths, frequencies, and amplitudes, and travel at different speeds.</p> <p>PS3E: Electromagnetic waves differ from physical waves because they do not require a medium and they all travel at the same speed in a vacuum. This is the maximum speed that any object or wave can travel. Forms of electromagnetic waves include X-rays, ultraviolet, visible light, infrared, and radio.</p> <p>WR 4.9 Implement and evaluate solution(s).</p> <p>WR 5.1 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.</p> <p>WR 5.2 Explain emergency procedures to follow in response to workplace accidents.</p> <p>WR 5.7 Explain procedures for documenting and reporting hazards to appropriate authorities.</p> <p>WR 5.13 Read chemical, product, and equipment labels to determine appropriate health and safety considerations.</p> <p>WR 5.14 Identify, describe and demonstrate personal, shop and job site safety practices and procedures.</p> <p>WR 5.15 Demonstrate safe dress and use of relevant safety gear and personal protective equipment.</p> <p>WR 5.16 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics.</p> <p>WR 5.17 Locate emergency equipment in your lab, classroom.</p> <p>WR 5.18 Demonstrate the safe use, storage and maintenance of every piece of equipment in the shop and classroom.</p> <p>WR 5.19 Describe safety practices and procedures to be followed when working with and around electricity.</p> <p>WR 5.20 Illustrate proper handling and storage practices, including working with hazardous materials, disposal and recycling.</p> <p>WR 5.21 Demonstrate proper workspace cleaning procedures.</p> <p>WR 5.25 Identify practices used to avoid accidents.</p> <p>WR 6.1 Employ leadership skills to accomplish organizational goals and objectives.</p> <p>WR 6.2 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p>WR 6.4 Employ mentoring skills to inspire and teach others.</p> <p>WR 6.6 Offers/seeks suggestions, opinions, and information to team members.</p> <p>WR 6.7 Listens to and considers the ideas of team members.</p> <p>WR 6.8 Supports group decision even if not in total agreement.</p> <p>WR 6.9 Communicates changes or problems to team members.</p> <p>WR 6.10 Treat everybody with respect and understanding.</p> <p>WR 7.6 Internet search.</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Written Terminology and equipment Identification and use descriptions Demonstration – of techniques
- Upcycled fashion show presentation
- Research portfolio could include but not limited to video journal of SFX (special effects) transformation for specific makeup, mask design, hair design, costume construction

Leadership Alignment: 21st Century Skills

5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

7.A.1 Adapt to varied roles, jobs responsibilities, schedules, and contexts

7.A.2 Work effectively in a climate of ambiguity and changing priorities

7.B.1 Incorporate feedback effectively

7.B.2 Deal positively with praise, setbacks, and criticism

7.B.3 Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Activity

Select wardrobe, makeup, hair and costume to prepare actors for a performance.

(Future Goal) Compete at the Washington State Thespian Conference in Tech. Olympics, in the areas costume change. (outside)

Standards and Competencies

Unit: Wardrobe, Makeup, Costume

PS 4: Select wardrobe, makeup, and costume to prepare actors for a performance

Industry Standards and/or Competencies

Total Learning Hours for Unit:

Technical Theatre I: 20

Technical Theatre II: 10

Technical Theatre III: 5

- Competency 4.1 Use of sewing machine
- Competency 4.2 Identify and use of common costume notions
- Competency 4.3 Proper storage of costumes
- Competency 4.4 Costume Fittings (measurements)
- Competency 4.5 Costumes Plots (Historical accuracy)
- Competency 4.6 Costumes Accessories
- Competency 4.7 How to read a sewing pattern
- Competency 4.8 Basic, Old Age, Wounds and special effects
- Competency 4.9 Build Prosthetics
- Competency 5.0 Analysis a text for theme and specific needs

Aligned Washington State Learning Standards

Arts

TH:Cr1.1 Generate and conceptualize artistic ideas and work.
 TH:Cr1.1a Apply basic research to construct ideas about the visual composition of drama/theatre work.
 TH:Cr1.1b Explore the impact of technology on design choices in a drama/theatre work
 TH:Cr2.1a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work
 TH:Cr2.1b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work
 TH:Cr3.1c Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work
 TH:Pr4.1 Select, analyze, and interpret artistic work for presentation
 TH:Pr5.1 Develop and refine artistic techniques and work for presentation
 TH:Pr5.1b Use researched technical elements to increase the impact of design for a drama/theatre production
 TH:Pr6.1 Convey meaning through the presentation of artistic work
 TH:Re7.1 Perceive and analyze artistic work
 TH:Re8.1 Interpret intent and meaning in artistic work
 TH:Re9.1 Apply criteria to evaluate artistic work
 TH:Re9.1b Consider the aesthetics of the production elements in a drama/theatre work
 TH:Cn10.1 Synthesize and relate knowledge and personal experiences
 TH:Cn11.1 Relate artistic ideas and works and societal, cultural, and historical context to deepen understanding

	<p>TH:Cn11.1a Explore how cultural, global, and historical belief systems affect creative choices in a drama/theatre work</p> <p>TH:Cn11.2a Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods</p>
English Language Arts	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p> <p>RST1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST3 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>WR 2.3 Use interpersonal skills to facilitate effective teamwork.</p> <p>WR 2.4 Use a problem solving model and critical – thinking skills to make informed decisions.</p> <p>WR 2.5 Use effective time – management and goal – setting strategies.</p> <p>WR 2.7 Identify skills that can be transferable among a variety of careers.</p> <p>WR 3.3 Model characteristics of effective leadership, teamwork, and conflict management.</p> <p>WR 3.8 Demonstrate dependability, punctuality, and initiative.</p> <p>WR 3.12 Demonstrate the ability to work with the other employees to support the organization and complete assigned tasks.</p> <p>WR 3.13 Demonstrate willingness to learn and further develop skills.</p> <p>WR 3.15 Show initiative by coming up with unique solutions and taking on extra responsibilities.</p> <p>WR 3.18 Identify how to prioritize work to fulfill responsibilities and meet deadlines.</p> <p>WR 4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p>WR 4.2 Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p>WR 4.3 Identify and document workplace performance goals and monitor progress toward those goals.</p> <p>WR 4.9 Implement and evaluate solution(s).</p> <p>WR 2.3 Use interpersonal skills to facilitate effective teamwork.</p> <p>WR 2.4 Use a problem solving model and critical – thinking skills to make informed decisions.</p> <p>WR 2.5 Use effective time – management and goal – setting strategies.</p> <p>WR 2.7 Identify skills that can be transferable among a variety of careers.</p> <p>WR 3.3 Model characteristics of effective leadership, teamwork, and conflict management.</p> <p>WR 3.8 Demonstrate dependability, punctuality, and initiative.</p> <p>WR 3.12 Demonstrate the ability to work with the other employees to support the organization and complete assigned tasks.</p> <p>WR 3.13 Demonstrate willingness to learn and further develop skills.</p>

	<p>WR 3.15 Show initiative by coming up with unique solutions and taking on extra responsibilities.</p> <p>WR 3.18 Identify how to prioritize work to fulfill responsibilities and meet deadlines.</p> <p>WR 4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p>WR 4.2 Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p>WR 4.3 Identify and document workplace performance goals and monitor progress toward those goals.</p> <p>WR 4.9 Implement and evaluate solution(s).</p> <p>WR 5.1 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.</p> <p>WR 5.2 Explain emergency procedures to follow in response to workplace accidents.</p> <p>WR 5.7 Explain procedures for documenting and reporting hazards to appropriate authorities.</p> <p>WR 5.13 Read chemical, product, and equipment labels to determine appropriate health and safety considerations.</p> <p>WR 5.14 Identify, describe and demonstrate personal, shop and job site safety practices and procedures.</p> <p>WR 5.15 Demonstrate safe dress and use of relevant safety gear and personal protective equipment.</p> <p>WR 5.16 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics.</p> <p>WR 5.17 Locate emergency equipment in your lab, classroom.</p> <p>WR 5.18 Demonstrate the safe use, storage and maintenance of every piece of equipment in the shop and classroom.</p> <p>WR 5.19 Describe safety practices and procedures to be followed when working with and around electricity.</p> <p>WR 5.20 Illustrate proper handling and storage practices, including working with hazardous materials, disposal and recycling.</p> <p>WR 5.21 Demonstrate proper workspace cleaning procedures.</p> <p>WR 5.25 Identify practices used to avoid accidents.</p> <p>WR 6.1 Employ leadership skills to accomplish organizational goals and objectives.</p> <p>WR 6.2 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p>WR 6.4 Employ mentoring skills to inspire and teach others.</p> <p>WR 6.6 Offers/seeks suggestions, opinions, and information to team members.</p> <p>WR 6.7 Listens to and considers the ideas of team members.</p> <p>WR 6.8 Supports group decision even if not in total agreement.</p> <p>WR 6.9 Communicates changes or problems to team members.</p> <p>WR 6.10 Treat everybody with respect and understanding.</p> <p>WR 7.6 Internet search.</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Written Terminology and tool Identification and use descriptions. Demonstration – of techniques
- Research portfolio
- Self-Reflection

Leadership Alignment:

21st Century Skills

- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming)
- 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)
- 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- 1.B.1 Develop, implement, and communicate new ideas to others effectively
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 1.B.3 Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- 1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Activity

Use creative processes to select and use properties, set dressing and scenic painting to enhance a production.
Compete at the Washington State Thespian Conference in Tech. Olympics, in the area of prop change.

Standards and Competencies	
Unit: Properties, Set Dressing and Scenic Painting PS 5: Select and use properties, set dressing and scenic painting to enhance a production.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: Technical Theatre I: 20 Technical Theatre II: 5 Technical Theatre III: 5
<ul style="list-style-type: none"> Competency 5.1 Construct props Competency 5.2 Demonstrate properties techniques Competency 5.3 Maintain historical accuracy when selecting properties, set dressings and scenic painting. Competency 5.4 Tools (foam cutter, paper mach`e) Competency 5.5 Identify and demonstrate a variety of paint techniques (wet blend, splattering, dry brushing, smerling, marbleizing, stenciling) Competency 5.6 Mixing of paints Competency 5.7 Use and care of brushes, sponges, and rollers Competency 5.8 Analysis a text for theme and specific needs 	
Aligned Washington State Learning Standards	
Arts	TH:Cr1.1 Generate and conceptualize artistic ideas and work. TH:Cr1.1a Apply basic research to construct ideas about the visual composition of drama/theatre work. TH:Cr1.1b Explore the impact of technology on design choices in a drama/theatre work TH:Cr2.1b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work TH:Cr3.1c Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work TH:Pr4.1 Select, analyze, and interpret artistic work for presentation TH:Pr5.1 Develop and refine artistic techniques and work for presentation TH:Pr5.1b Use researched technical elements to increase the impact of design for a drama/theatre production TH:Pr6.1 Convey meaning through the presentation of artistic work TH:Re7.1 Perceive and analyze artistic work TH:Re8.1 Interpret intent and meaning in artistic work TH:Re9.1 Apply criteria to evaluate artistic work TH:Re9.1b Consider the aesthetics of the production elements in a drama/theatre work TH:Cn10.1 Synthesize and relate knowledge and personal experiences TH:Cn11.1 Relate artistic ideas and works and societal, cultural, and historical context to deepen understanding TH:Cn11.1a Explore how cultural, global, and historical belief systems affect creative choices in a drama/theatre work TH:Cn11.2a Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods
English Language Arts	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

	<p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p> <p>RST1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST3 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>WR 4.9 Implement and evaluate solution(s).</p> <p>WR 5.1 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.</p> <p>WR 5.2 Explain emergency procedures to follow in response to workplace accidents.</p> <p>WR 5.7 Explain procedures for documenting and reporting hazards to appropriate authorities.</p> <p>WR 5.13 Read chemical, product, and equipment labels to determine appropriate health and safety considerations.</p> <p>WR 5.14 Identify, describe and demonstrate personal, shop and job site safety practices and procedures.</p> <p>WR 5.15 Demonstrate safe dress and use of relevant safety gear and personal protective equipment.</p> <p>WR 5.16 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics.</p> <p>WR 5.17 Locate emergency equipment in your lab, classroom.</p> <p>WR 5.18 Demonstrate the safe use, storage and maintenance of every piece of equipment in the shop and classroom.</p> <p>WR 5.19 Describe safety practices and procedures to be followed when working with and around electricity.</p> <p>WR 5.20 Illustrate proper handling and storage practices, including working with hazardous materials, disposal and recycling.</p> <p>WR 5.21 Demonstrate proper workspace cleaning procedures.</p> <p>WR 5.25 Identify practices used to avoid accidents.</p> <p>WR 6.1 Employ leadership skills to accomplish organizational goals and objectives.</p> <p>WR 6.2 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p>WR 6.4 Employ mentoring skills to inspire and teach others.</p> <p>WR 6.6 Offers/seeks suggestions, opinions, and information to team members.</p> <p>WR 6.7 Listens to and considers the ideas of team members.</p> <p>WR 6.8 Supports group decision even if not in total agreement.</p> <p>WR 6.9 Communicates changes or problems to team members.</p> <p>WR 6.10 Treat everybody with respect and understanding.</p> <p>WR 7.6 Internet search.</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will create for ONE theatrical scene:
- Prompt Book
- Crew Cue Lists/Plots
- Job shadow for one rehearsal a stage manager at the high school level, college, or professional
- Written reflection and small group discussion

Leadership Alignment:

21st Century Skills

- 8.A.1 Set goals with tangible and intangible success criteria
- 8.A.2 Balance tactical (short-term) and strategic (long-term) goals
- 8.A.3 Utilize time and manage workload efficiently

- 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 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
- 8.C.2 Demonstrate initiative to advance skill levels towards a professional level
- 8.C.4 Reflect critically on past experiences in order to inform future progress
- 9.A.1 Know when it is appropriate to listen and when to speak
- 9.A.2 Conduct themselves in a respectable, professional manner
- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- 9.B.2 Respond open-mindedly to different ideas and values
- 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Activity

Design and manage all aspects of a theater production for one scene

Students can attend a college or local professional audition process

Standards and Competencies

Unit: Stage Management

PS 6: Manage all aspects of a theater production.

Industry Standards and/or Competencies**Total Learning Hours for Unit:**

Technical Theatre I: 20

Technical Theatre II: 5

Technical Theatre III: 5

- Competency 6.1 Set up and run technical rehearsals
- Competency 6.2 Organize and define responsibilities of departments (wardrobe, scene changes, sound, lights, props, assistant stage manager, running crew, house manager)
- Competency 6.3 Create a prompt book (cueing performers and technical elements in rehearsal and performance)
- Competency 6.4 Call a show
- Competency 6.5 Manage all production crews
- Competency 6.6 Demonstrate familiarity with emergency procedures/protocol

Aligned Washington State Learning Standards**Arts**

TH:Cr1.1a/b/c Generate and conceptualize artistic ideas and work including research, impact of technology, and script analysis
 TH:Pr5.1b Use researched technical elements to increase the impact of a design for a drama/theatre production
 TH:Re9.1c Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience
 TH:Re9.1a Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines
 TH:Cn11.1 Explore how cultural, global, and historical belief systems affect creative choices in a drama/theatre work

English Language Arts

SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 a. 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.
 b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WR 4.9 Implement and evaluate solution(s).

WR 5.1 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.

WR 5.2 Explain emergency procedures to follow in response to workplace accidents.

WR 5.7 Explain procedures for documenting and reporting hazards to appropriate authorities.

WR 5.13 Read chemical, product, and equipment labels to determine appropriate health and safety considerations.

WR 5.14 Identify, describe and demonstrate personal, shop and job site safety practices and procedures.

WR 5.15 Demonstrate safe dress and use of relevant safety gear and personal protective equipment.

WR 5.16 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics.

WR 5.17 Locate emergency equipment in your lab, classroom.

WR 5.18 Demonstrate the safe use, storage and maintenance of every piece of equipment in the shop and classroom.

WR 5.19 Describe safety practices and procedures to be followed when working with and around electricity.

WR 5.20 Illustrate proper handling and storage practices, including working with hazardous materials, disposal and recycling.

WR 5.21 Demonstrate proper workspace cleaning procedures.

WR 5.25 Identify practices used to avoid accidents.

WR 6.1 Employ leadership skills to accomplish organizational goals and objectives.

WR 6.2 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

WR 6.4 Employ mentoring skills to inspire and teach others.

WR 6.6 Offers/seeks suggestions, opinions, and information to team members.

WR 6.7 Listens to and considers the ideas of team members.

WR 6.8 Supports group decision even if not in total agreement.

	WR 6.9 Communicates changes or problems to team members. WR 6.10 Treat everybody with respect and understanding. WR 7.6 Internet search.
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will

Leadership Alignment:

21st Century Skills

- 10.A.1 Set and meet goals, even in the face of obstacles and competing pressures
10.A.2 Prioritize, plan, and manage work to achieve the intended result
10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
- work positively and ethically
 - manage time and projects effectively
 - multi-task
 - participate actively, as well as be reliable and punctual
 - present oneself professionally and with proper etiquette
 - collaborate and cooperate effectively with teams
 - respect and appreciate team diversity
 - be accountable for results

Activity

Complete a video project and variety of activities designed to gather information about post-high school options in the theater business

Standards and Competencies

Unit: Career Awareness

PS 8: Describe post-high school options for learning and working in the theater business

Industry Standards and/or Competencies

Total Learning Hours for Unit:

Technical Theatre I: 10
Technical Theatre II: 5
Technical Theatre III: 5

- Competency 7.1 Complete Outside of class hours (crew, job shadowing, volunteer at community theatres)
- Competency 7.2 Visit a Theatre: take a backstage tour
- Competency 7.3 Explain the role of IATSE
- Competency 7.4 Describe University Theater Programs
- Competency 7.5 Describe Community Theatre Opportunities

Aligned Washington State Learning Standards

Arts

TH:Cr1.1a/b/c Generate and conceptualize artistic ideas and work including research, impact of technology, and script analysis
TH:Pr5.1b Use researched technical elements to increase the impact of a design for a drama/theatre production
TH:Re9.1c Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience
TH:Re7.1 Perceive and analyze artistic work and respond to what is seen, felt, and heard to develop criteria for artistic choices
TH:Re9.1a Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines
TH:Cn11.1 Explore how cultural, global, and historical belief systems affect creative choices in a drama/theatre work

<p>English Language Arts</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p> <p>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST9 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.</p> <p>WR-1.5 Develop and analyze tables, charts, and graphs related to career interests and make oral presentation regarding the career pathway of your choice.</p> <p>WR-1.9 Prepare a program of study for at least one career of interest.</p> <p>WR-1.10 Apply knowledge gained from individual assessment to a set of goals and a career plan.</p> <p>WR-1.11 Develop strategies to make an effective transition from school to career.</p> <p>WR-1.13 Identify industry certification opportunities.</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Set Model (computer and/or foam core)/Written play analysis/whole class presentation
- Sound Cue Design/demonstration
- Costuming Renderings/mock physical demonstration
- Lighting and property plots/demonstration
- Self/Group Reflection

Leadership Alignment:

21st Century Skills

- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming)
- 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)
- 1.A.3 Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts
- 1.B.1 Develop, implement, and communicate new ideas to others effectively
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 1.B.3 Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- 1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Activity

Use the elements of design to create a theater production.

Standards and Competencies

Unit: Design

PS 9: Use the elements of design to create a theater production.

Industry Standards and/or Competencies	Total Learning Hours for Unit: Technical Theatre I: 10 Technical Theatre II: 5 Technical Theatre III: 5
<ul style="list-style-type: none"> Competency 8.1 Explain and demonstrate the elements of design Competency 8.2 Analyze a text for theme and specific needs 	
Aligned Washington State Learning Standards	
Arts	<p>TH:Cr1.1 Generate and conceptualize artistic ideas and work. TH:Cr1.1b Explore the impact of technology on design choices in a drama/theatre work TH:Cr2.1 Organize and develop artistic ideas and work TH:Cr3.1c Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work TH:Pr4.1 Select, analyze, and interpret artistic work for presentation TH:Pr5.1 Develop and refine artistic techniques and work for presentation TH:Pr5.1b Use researched technical elements to increase the impact of design for a drama/theatre production TH:Pr6.1 Convey meaning through the presentation of artistic work TH:Re7.1 Perceive and analyze artistic work TH:Re8.1 Interpret intent and meaning in artistic work TH:Re9.1 Apply criteria to evaluate artistic work TH:Re9.1b Consider the aesthetics of the production elements in a drama/theatre work TH:Cn10.1 Synthesize and relate knowledge and personal experiences TH:Cn11.1 Relate artistic ideas and works and societal, cultural, and historical context to deepen understanding TH:Cn11.1a Explore how cultural, global, and historical belief systems affect creative choices in a drama/theatre work</p>
English Language Arts	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate RST1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST3 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. RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. WR 6.1 Employ leadership skills to accomplish organizational goals and objectives. WR 6.2 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. WR 6.4 Employ mentoring skills to inspire and teach others. WR 6.6 Offers/seeks suggestions, opinions, and information to team members. WR 6.7 Listens to and considers the ideas of team members. WR 6.8 Supports group decision even if not in total agreement. WR 6.9 Communicates changes or problems to team members. WR 6.10 Treat everybody with respect and understanding.</p>

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION**Creativity and Innovation**

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS**Information Literacy**

- ☒ Access and /evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE & CAREER SKILLS**Flexibility and Adaptability**

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others