

<b>Course Number:</b> 5010200
<b>Course Path:</b> TBA
<b>Course Title:</b> Theatre - Grade Kindergarten
<b>Course Section:</b> Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b> Theatre - Grade K
<b>Course Length:</b> Year
<b>Course Status:</b> DRAFT – State Board approval pending
<b>Course Description:</b> Kindergarten students in theatre class explore their world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children’s literature, while learning the fundamentals of structured storytelling in terms of sequenced events and a sense of beginning, middle, and end. Kindergarten students develop language skills together and extend their vocabulary significantly as they explore characterization. As children begin to gain more command over their intellectual and physical abilities, they explore their senses, the five Ws (who, what, when, where, and why) and other concepts through pantomime, using physicalization as a means of expression, and learn to distinguish between “real” and “pretend.” During dramatic play, Kindergarteners also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.
<b>General Note:</b> All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.
<b>Special Note:</b> This class may include opportunities to participate in extra rehearsals and performances beyond the school day.
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
TH.K.C.1.1            Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
TH.K.C.2.1            Respond to a performance and share personal preferences about parts of the performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
TH.K.C.3.1            Recognize that individuals may like different things about a selected story or play.
TH.K.C.3.2            Share reactions to a live theatre performance.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
TH.K.S.1.1            Demonstrate appropriate audience behavior at a live performance.
TH.K.S.1.2            Describe play-acting, pretending, and real life.
TH.K.S.1.3            Describe personal preferences related to a performance.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.K.S.2.1	Pretend to be a character from a given story.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.K.S.3.1	Use imagination to show a person at work, using the body and voice to communicate ideas.
TH.K.S.3.2	Describe the concept of beginning, middle, and ending in stories using dramatic play.
TH.K.S.3.3	Demonstrate use of the stage space using dramatic play.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.K.O.1.1	Share opinions about a story with classmates.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.K.O.2.1	Draw a picture of a favorite scene from a play.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.K.O.3.1	Compare a story that is read to one that is acted out.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.K.H.2.1	Identify how the elements of place and time can change a story.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.K.H.3.1	Describe feelings related to watching a play.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.K.F.1.1	Pretend to be an animal by imitating its movements and sounds.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.K.F.3.1	Exhibit age-appropriate dramatic play behaviors.
<b>Additional Required Benchmarks:</b>	
<b>LACC.K.RL.4 Range of Reading and Level of Text Complexity</b>	
LACC.K.RL.4.10	Actively engage in group reading activities with purpose and understanding.
<b>LACC.1.RL.1 Key Ideas and Details</b>	
LACC.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

DA.K.S.1.1	Discover movement through exploration, creativity, and imitation.
MU.K.C.2.1	Identify similarities and/or differences in a performance.
MU.K.C.1.4	Identify singing, speaking, and whispering voices.

<b>Course Number:</b> 5010250	
<b>Course Path:</b> TBA	
<b>Course Title:</b> Theatre – Intermediate 3	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> Theatre – Intern 3	
<b>Course Length:</b> Year	
<b>Course Status:</b> DRAFT – State Board approval pending	
<p><b>Course Description:</b> Fifth-grade* theatre students expand their previously acquired knowledge of theatre skills and concepts through imagination, creative dramatics, writing their own monologues and short scenes, and research with a focus on improving individual performance and acting choices. Students explore theme development, play analysis, and the playwrights’ intent to guide acting choices, along with the craft of directing at a more advanced level. High-quality children’s literature continues to provide a strong foundation for development of students’ theatrical, literacy, and life skills as students investigate and complete practical assignments in technical theatre and theatre management for staged productions. The use of improvisation is accelerated, shaping and molding their ability to think quickly and fostering a higher sense of autonomy. Students use research and their acquired theatre knowledge to analyze and develop a character from a play or a story of their choosing to present a monologue as that character. Students learn more intricate detailed of dramatic structure through play analysis and character analysis. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21<sup>st</sup> century.</p>	
<p><b>General Notes:</b> All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Elementary Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• A 3<sup>rd</sup> grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades.</li> <li>• 4<sup>th</sup> graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.</li> </ul>	
<p><b>Special Note:</b> This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>	
<p><b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b></p>	
<p>Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>	
TH.5.C.1.1	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.
TH.5.C.1.2	Create an original pantomime using instrumental music created or found to set the mood.

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.5.C.2.1	Change and strengthen one's own performance based on coaching from a director.
TH.5.C.2.2	Write a self-critique of a performance.
TH.5.C.2.3	Defend an artistic choice for a theatrical work.
TH.5.C.2.4	Identify correct vocabulary used in a formal theatre critique.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.5.C.3.1	Discuss alternate performance possibilities of the same character in the same play.
TH.5.C.3.2	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.
TH.5.C.3.3	Define the visual elements that must be conveyed dramatically to make a scene effective.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.5.S.1.1	Describe the difference in responsibilities between being an audience member at live or recorded performances.
TH.5.S.1.2	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.
TH.5.S.1.3	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.5.S.2.1	Collaborate with others to create productions and solve challenges.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.5.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.
TH.5.S.3.2	Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece.
TH.5.S.3.3	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.
TH.5.S.3.4	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.5.O.1.1	Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.2	Make a list of the types of props that might be found in a play.

TH.5.O.1.3	Evaluate how an actor or designer’s choices about a character affect the audience’s understanding of a play.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.5.O.2.1	Create a story board of the major events in a play.
TH.5.O.2.2	Make a list of types of props that might be found in a play.
TH.5.O.2.3	Predict the ending of a play or performance.
TH.5.O.2.4	Collaborate with others to develop and refine original scripts, and justify writing choices.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.5.O.3.1	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
TH.5.O.3.2	Explore how theatre can communicate universal truths across the boundaries of culture and language.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.5.H.1.1	Research and describe the context in which a specified playwright wrote a particular dramatic work.
TH.5.H.1.2	Participate in a performance to explore and celebrate a variety of human experiences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.5.H.2.1	Recognize theatre works as a reflection of societal beliefs and values.
TH.5.H.2.2	Identify types of early American theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.5.H.3.1	Identify symbolism in a play that is found in other art forms.
TH.5.H.3.2	Compare theatre to other modes of communication.
TH.5.H.3.3	Demonstrate how the use of movement and sound enhance the telling of a story.
TH.5.H.3.4	Act out a character learned about in another content area.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.5.F.1.1	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.
TH.5.F.1.2	Create a new ending for a familiar story.
TH.5.F.1.3	Take creative risks through improvisation, using sensory skills to explore characters’ feelings and environments.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.5.F.2.1	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.

The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.5.F.3.1	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.
<b>Additional Required Benchmarks:</b>	
<b>LACC.5.RF.4</b>	<b>Fluency</b>
LACC.5.RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
<b>LACC.5.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<b>LACC.5.L.2</b>	<b>Knowledge of Language</b>
LACC.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LACC.5.L.2.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
<b>LACC.5.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.5.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DA.5.O.3.1	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.
<b>LACC.5.W.1</b>	<b>Text Types and Purposes</b>
LACC.5.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

<b>Course Number:</b> 5010240
<b>Course Path:</b> TBA
<b>Course Title:</b> Theatre – Intermediate 2
<b>Course Section:</b> Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b> Theatre – Interm 2
<b>Course Length:</b> Year
<b>Course Status:</b> DRAFT – State Board approval pending
<b>Course Description:</b> Fourth-grade* theatre students strengthen their knowledge of theatre skills and concepts through imagination, creative dramatics, and writing their own monologues and short scenes. Also new to theatre at this level are basic stage techniques, ensemble techniques, and the early development of directorial skills through the collaborative process. High-quality children’s literature continues to provide a strong foundation for development of students’ theatrical, literacy, and life skills as students are more formally introduced to production (e.g., lighting, sound, stage management, costuming) and management (e.g., box office, publicity, audience engineering) areas of the physical theater. Improvisational exercises are used to create a sense of harmony and teamwork in the classroom and use of detailed pantomime is accelerated. Students also begin to support characterization through research, rather than imagination alone. The basic elements of acting technique are strengthened through the use of theatre exercises, light scene work, and new theatre vocabulary. The students explore theatre connections to geography, history, and a variety of cultures, particularly as they study, explore, and re-enact historical scenes from Florida history. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21 <sup>st</sup> century.
<b>General Notes:</b> All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.  * Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.  Examples: • A 3 <sup>rd</sup> grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades. • 4 <sup>th</sup> graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.
<b>Special Note:</b> This class may include opportunities to participate in extra rehearsals and performances beyond the school day.
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
TH.4.C.1.1            Devise a story about an age-appropriate issue and explore different endings.
TH.4.C.1.2            Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.



Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.4.C.2.1	Provide a verbal critique to help strengthen a peer's performance.
TH.4.C.2.2	Reflect on the strengths and needs of one's own performance.
TH.4.C.2.3	Describe the choices perceived in a peer's performance or design.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.4.C.3.1	Identify the characteristics of an effective acting performance.
TH.4.C.3.2	Create an original scene or monologue based on a historical event or person.
TH.4.C.3.3	Define the elements of a selected scene that create an effective presentation of an event or person.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.4.S.1.1	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.2	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
TH.4.S.1.3	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.4.S.2.1	Collaborate with others to share responsibilities for a production.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.4.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
TH.4.S.3.2	Use information gained from research to shape acting choices in a simple, historically based scene.
TH.4.S.3.3	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.S.3.4	Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.4.O.1.1	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.1.2	Identify common audience conventions used when viewing a play.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.4.O.2.1	Write a summary of dramatic events after reading or watching a play.
TH.4.O.2.2	Create a mask to show a comic or tragic character.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.4.O.3.1	Explain how theatre and its conventions are used to communicate ideas.
TH.4.O.3.2	Explore how theatre is used to understand different cultures.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.4.H.1.1	Re-create a famous character from Florida history.
TH.4.H.1.2	Define how a character might react to a new set of circumstances in a given story.
TH.4.H.1.3	Identify playwrights whose lives or careers have a connection with Florida.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.4.H.2.1	Discover how the same idea or theme is treated in a variety of cultural and historic periods.
TH.4.H.2.2	Re-tell stories, fables, and/or tales from cultures that settled in Florida.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.4.H.3.1	Describe how individuals learn about themselves and others through theatre experiences.
TH.4.H.3.2	Compare a historical play with actual historical events.
TH.4.H.3.3	Create an original story after listening to music or viewing a work of art.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.4.F.1.1	Create a character based on a historical figure and respond to questions, posed by the audience, about that character.
TH.4.F.1.2	Create sound and lighting effects to suggest the mood of a story.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.4.F.2.1	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.4.F.3.1	Identify the leadership qualities of directors, actors, and/or technicians.
<b>Additional Required Benchmarks:</b>	
<b>LACC.4.RL.1</b>	<b>Key Ideas and Details</b>
LACC.4.RL.1.2	Determine a theme of a story, drama, or poem from details in the text.
LACC.4.RL.1.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>LACC.4.RF.4</b>	<b>Fluency</b>

LACC.4.RF.4. 4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
<b>LACC.4.W.1</b>	<b>Text Types and Purposes</b>
LACC.4.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
DA.4.S.2.1	Display attention, cooperation, and focus during class and performance.
DA.4.O.3.1	Express ideas through movements, steps, and gestures.
DA.4.F.3.1	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.

<b>Course Number:</b> 5010230	
<b>Course Path:</b> TBA	
<b>Course Title:</b> Theatre – Intermediate 1	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> Theatre – Intern 1	
<b>Course Length:</b> Year	
<b>Course Status:</b> DRAFT – State Board approval pending	
<b>Course Description:</b> Third-grade* theatre students strengthen their knowledge of such theatre skills and concepts as storytelling, plot, pantomime, and awareness of the audience-performer relationship through imagination and creative dramatics. High-quality children’s literature, including prose and poetry, continues to provide a strong foundation for development of their theatrical, literacy, and life skills as students begin to learn about history, culture, and the technical elements used to create theatre. Readers’ Theatre may be introduced at this level, contributing to students’ vocabulary acquisition and reading fluency, and both vocal and physical techniques are instituted as prerequisites for character analysis. Students add to their vocabulary through readings, group discussions, and development of simple scripts. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21 <sup>st</sup> century.	
<b>General Notes:</b> All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.	
Examples: <ul style="list-style-type: none"> <li>• A 3<sup>rd</sup> grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Theatre 1 and progress through the series in subsequent grades.</li> <li>• 4<sup>th</sup> graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Theatre 2 in the following year.</li> </ul>	
<b>Special Note:</b> This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.3.C.1.1	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.
TH.3.C.1.2	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.3.C.2.1	Revise a formal or informal performance after receiving a critique.

TH.3.C.2.2	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.3.C.3.1	Discuss the techniques that help create an effective theatre work.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.3.S.1.1	Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.3.S.1.2	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
TH.3.S.1.3	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.3.S.2.1	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.3.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
TH.3.S.3.2	Use information gained from research to shape the creation of a character.
TH.3.S.3.3	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
TH.3.S.3.4	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.3.O.1.1	Describe how an actor creates a character.
TH.3.O.1.2	Discuss why costumes and makeup are used in a play.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.3.O.2.1	Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.O.2.2	Collaborate to create a collage to show the emotion(s) of a particular story or play.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.3.O.3.1	Compare the characteristics of theatre to television and movies.

<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.3.H.1.1	Understand how cultural differences are expressed through character, environment, and theme.
TH.3.H.1.2	Interview an adult and create a story from his or her life using any theatrical form.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.3.H.2.1	Identify geographical or cultural origins of stories.
TH.3.H.2.2	Create and tell a story, fable, or tale.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.3.H.3.1	Identify interpersonal skills that are learned through participation in a play.
TH.3.H.3.2	Discuss differences between stories that are presented in different modes or time periods.
TH.3.H.3.3	Plan and perform a simple performance based on a theme from another content area.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.3.F.1.1	Create and/or collect appropriate props and costumes and use them to help tell a story.
TH.3.F.1.2	Arrange classroom furniture to create an environment for a story.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.3.F.2.1	Identify non-theatre professions that require the same skills as are used in theatre.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.3.F.3.1	Participate in a collaborative project to create a theatrical performance and reflect on the experience.
<b>Additional Required Benchmarks:</b>	
<b>LACC.3.RF.4</b>	<b>Fluency</b>
LACC.3.RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
<b>LACC.3.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.3.SL.1.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>LACC3.L. 3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.3.L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>LACC.3.W.1</b>	<b>Text Types and Purposes</b>

LACC.3.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
DA.3.S.1.1	Create movement to express feelings, images, and stories.
DA.3.S.1.2	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
DA.3.S.1.3	Explore positive and negative space to increase kinesthetic awareness.
DA.3.F.3.1	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.

<b>Course Number:</b> 5010220	
<b>Course Path:</b> TBA	
<b>Course Title:</b> Theatre - Grade 2	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> Theatre - Grade 2	
<b>Course Length:</b> Year	
<b>Course Status:</b> DRAFT – State Board approval pending	
<b>Course Description:</b> Second-grade theatre students explore their expanding world through use of imagination and creative dramatics. In a non-threatening setting, students gain confidence and proficiency as they role-play and re-tell stories based on an expanding body of high-quality children’s literature from a variety of times and cultures, including fables. As they strengthen their knowledge of structured storytelling and plot, students learn to retain sequential information and transfer that ability to other settings and content areas. Students’ life experiences inform and enrich their ability to explore characters and motivation, and the ability to discern nuance in dramatic play strengthens their ability to do so in print and oral language, as well. Second graders continue to increase their vocabulary through group discussions, writing original lines and simple scripts, and describing their own perceptions of stories and theatre. As students’ cognitive and literacy skills advance, particularly in the areas of vocabulary acquisition and fluency, they portray a person, place, action, or thing with increasing detail and nuance and begin to differentiate theatre from other art forms. As students play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21 <sup>st</sup> century.	
<b>General Note:</b> All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
<b>Special Note:</b> This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.2.C.1.1	Describe a character in a story and tell why the character is important to the story.
TH.2.C.1.2	Respond to a play by drawing and/or writing about a favorite aspect of it.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.2.C.2.1	Discuss the purpose of a critique.
TH.2.C.2.2	Describe how an actor in a play, musical, or film creates a character.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.2.C.3.1	Identify important characteristics to discuss when sharing opinions about theatre.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.2.S.1.1	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.



TH.2.S.1.2	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
TH.2.S.1.3	Explain, using specific examples, why some individuals may or may not like a particular performance.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.2.S.2.1	Collaborate with others to perform a scene and solve challenges.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.2.S.3.1	Create imagined characters, relationships, and environments using basic acting skills.
TH.2.S.3.2	Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.
TH.2.S.3.3	Create the stage space to communicate character and action in specific locales.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.2.O.1.1	Compare the differences between reading a story and seeing it as a play.
TH.2.O.1.2	Explain the difference between the stage, backstage, and audience areas.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.2.O.2.1	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.2.O.3.1	Identify theatrical elements and vocabulary found in everyday life.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.2.H.1.2	Explain how to respond as an audience member in a different way, depending on the style of performance.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.2.H.1.1	Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.
TH.2.H.2.1	Identify universal characters in stories from different cultures.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.2.H.3.1	Create dialogue for characters from a story.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.2.F.1.1	Create and sustain a character inspired by a class reading or activity.

Careers in and related to the arts significantly and positively impact local and global economies.	
TH.2.F.2.1	Identify the jobs people can have in a theater.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.2.F.3.1	Identify what was successful about a collaborative theatre activity.
<b>Additional Required Benchmarks:</b>	
<b>LACC.2.RL.2 Craft and Structure</b>	
LACC.2.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LACC.2.W.1	<b>Text Types and Purposes</b>
LACC.2.W.1.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
DA.2.S.2.1	Demonstrate focus and concentration while listening to instructions and observing others' movement.
DA.2.O.3.1	Use movement to interpret feelings, stories, pictures, and songs.
DA.2.F.3.1	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.

<b>Course Number:</b> 5010210	
<b>Course Path:</b> TBA	
<b>Course Title:</b> Theatre - Grade 1	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> Theatre - Grade 1	
<b>Course Length:</b> Year	
<b>Course Status:</b> DRAFT – State Board approval pending	
<b>Course Description:</b> First-grade students in theatre class explore their expanding world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children’s literature, while learning about structured storytelling in terms of plot, sequenced events, and a sense of beginning, middle, and end. First graders develop language skills together and extend their vocabulary significantly as they share opinions and aesthetic responses, discuss rudimentary character development and complete open-ended stories as a means of strengthening and celebrating their creativity and learning to solve challenges. As children continue to gain command over their intellectual and physical abilities and explore their senses and the five Ws (who, what, when, where, and why), they advance their literacy skills, particularly fluency, by reading and rehearsing their own lines and stories. Students use simple acting techniques to portray a person, place, action, or thing and pantomime becomes more detailed. During dramatic play, first graders also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.	
<b>General Note:</b> All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
<b>Special Note:</b> This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.1.C.1.1	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.1.C.2.1	Discuss what worked well and what didn’t work well after acting out a story.
TH.1.C.2.2	Identify elements of an effective performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.1.C.3.1	Share opinions about selected plays.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.1.S.1.1	Exhibit appropriate audience etiquette and response.
TH.1.S.1.2	Demonstrate the differences between play-acting, pretending, and real life.

TH.1.S.1.3	Explain personal preferences related to a performance.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.1.S.2.1	Collaborate with others to present scenes from familiar stories.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.1.S.3.1	Use simple acting techniques to portray a person, place, action, or thing.
TH.1.S.3.2	Describe characters and plot development discovered during dramatic play.
TH.1.S.3.3	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.1.O.1.1	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.1.O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.1.O.3.1	Compare a play to an animated movie that tells the same story.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.1.H.1.1	Identify characters in stories from various cultures.
TH.1.H.1.2	Describe how people respond to special events in the community.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.1.H.2.1	Re-tell a story, demonstrating respect, from a culture other than one's own.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.1.H.3.1	Identify similarities between plays and stories.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.1.F.1.1	Pretend to be an animal or person living in an imagined place.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.1.F.3.1	Describe and discuss how to work together as actors.

<b>Additional Required Benchmarks:</b>	
<b>LACC.1.RL.1</b>	<b>Key Ideas and Details</b>
LACC.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>LACC.1.RI.2</b>	<b>Craft and Structure</b>
LACC.1.RI.2.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>LACC.1.W.1</b>	<b>Text Types and Purposes</b>
LACC.1.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
DA.1.S.1.2	Explore how body parts move by using imitation and imagery.
SC.1.P.12.1	Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

<b>Course Number:</b> 0400110	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »	
<b>Course Title:</b> M/J Technical Theatre: Design and Production	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> M/J TECH THEA DE&PR	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Course Description:</b> Students' work focuses on learning the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.68.C.2.1	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3	Ask questions to understand a peer's artistic choices for a performance or design.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.68.S.1.1	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.68.S.2.1	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.68.O.1.2	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.
TH.68.O.1.3	Explain the impact of choices made by directors, designers, and actors on audience understanding.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity	
TH.68.O.2.1	Diagram the major parts of a play and their relationships to each other.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.68.O.3.1	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.68.H.1.5	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.68.H.2.5	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.6	Describe historical and cultural influences leading to changes in theatre performance spaces and technology.
TH.68.H.2.8	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.68.H.3.1	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.2	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.5	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
TH.68.H.3.6	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	

TH.68.F.3.1	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
<b>Additional Required Benchmarks:</b>	
<b>LACC.6.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<b>LACC.6.L.2</b>	<b>Knowledge of Language</b>
LACC.6.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>LACC.68.RST.1</b>	<b>Key Ideas and Details</b>
LACC.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<b>LACC.68.RST.2</b>	<b>Craft and Structure</b>
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.



<b>Course Number:</b> 0400030	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Drama/Theatre Arts » SubSubject: Comprehensive Theatre »	
<b>Course Title:</b> M/J Theatre 4	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> M/J THEATRE 4	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Course Description:</b> Students study advanced acting, theatre history, and dramatic literature and read and write scenes and plays. Students' work brings together all facets of a theatre production, combining performance and technical theatre skills through collaboration on a variety of classroom and/or school productions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.68.C.1.1	Devise an original work based on a community issue that explores various solutions to a problem.
TH.68.C.1.2	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.68.C.2.1	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4	Defend personal responses to a theatre production.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.68.C.3.2	Compare a film version of a story to its original play form.
TH.68.C.3.3	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.68.S.1.1	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.

TH.68.S.1.3	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.68.S.2.1	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.2	Discuss and apply the theatrical production process to create a live performance.
TH.68.S.2.3	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4	Memorize and present a character's lines from a monologue or scene.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.68.S.3.2	Use the elements of dramatic form to stage a play.
TH.68.S.3.3	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.68.O.1.1	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.1.4	Discuss how the whole of a theatre performance is greater than the sum of its parts.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.68.O.2.2	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.5	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.68.O.3.2	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.68.H.1.1	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2	Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.

TH.68.H.1.4	Create a monologue or story that reflects one’s understanding of an event in a culture different from one’s own.
TH.68.H.1.5	Describe one’s own personal responses to a theatrical work and show respect for the responses of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.68.H.2.1	Compare western theatre traditions with those of other cultures.
TH.68.H.2.2	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.
TH.68.H.2.3	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.5	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.7	Define theatre genres from different periods in history, giving examples of each.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.68.H.3.2	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.6	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.68.F.1.2	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.1.4	Survey an aspect of theatre to understand the ways in which technology has affected it over time.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.68.F.2.1	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.3	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.68.F.3.1	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
<b>Additional Required Benchmarks:</b>	
<b>LACC.8.RL.2</b>	<b>Craft and Structure</b>

LACC.8.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RL.2.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<b>LACC.8.RL.4</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.8.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<b>LACC.8.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>LACC.68.RST.2</b>	<b>Craft and Structure</b>
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

<b>Course Number:</b> 0400025	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Drama/Theatre Arts » SubSubject: Comprehensive Theatre »	
<b>Course Title:</b> M/J Theatre 3 and Career Planning	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> M/J THEATRE 3 C/P	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Course Description:</b> Students explore advanced concepts and other aspects of theatre, and explore the elements of theatre design through practical application, projects, and increasingly complex dramatic literature. In parallel with their learning opportunities in theatre, they investigate careers in a wide variety of fields, including theatre and the other arts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>Special Note:</b> Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
Career and Education Planning: The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.68.C.1.1	Devise an original work based on a community issue that explores various solutions to a problem.
TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.68.C.2.1	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3	Ask questions to understand a peer's artistic choices for a performance or design.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	

TH.68.S.1.2	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.68.S.2.1	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.68.S.3.1	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.68.O.1.3	Explain the impact of choices made by directors, designers, and actors on audience understanding.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.68.O.2.2	Explain how a performance would change if depicted in a different location, time, or culture.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.68.O.3.2	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.68.H.1.3	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.68.H.2.3	Analyze theatre history and dramatic literature in the context of societal and cultural history.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.68.H.3.2	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.

<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.68.F.1.2	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.68.F.2.1	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.68.F.3.1	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
<b>Additional Required Benchmarks:</b>	
<b>LACC.7.RL.2 Craft and Structure</b>	
LACC.7.RL.2.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<b>LACC.7.RL.3 Integration of Knowledge and Ideas</b>	
LACC.7.RL.3.7	Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<b>LACC.7.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>LACC.68.RST.2 Craft and Structure</b>	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<b>LACC.68.WHST.3 Research to Build and Present Knowledge</b>	
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	
<b>Understanding the Workplace</b>	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
<b>Self- Awareness</b>	

5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Identify skills needed for career choices and match to personal abilities.
8.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
<b>Exploring Careers</b>	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	Identify skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
<b>Goal Setting and Decision-Making</b>	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
<b>Workplace Skills</b>	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
<b>Career and Education Planning</b>	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
<b>Job Search</b>	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.



<b>Course Number:</b> 0400020	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Drama/Theatre Arts » SubSubject: Comprehensive Theatre »	
<b>Course Title:</b> M/J Theatre 3	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> M/J THEATRE 3	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Course Descriptions:</b> Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.68.C.1.2	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.68.C.2.1	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4	Defend personal responses to a theatre production.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.2	Compare a film version of a story to its original play form.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.68.S.1.2	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.4	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.68.S.2.1	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4	Memorize and present a character's lines from a monologue or scene.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.68.S.3.1	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.68.O.1.1	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3	Explain the impact of choices made by directors, designers, and actors on audience understanding.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.68.O.2.1	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3	Write alternate endings for a specified play.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.68.O.3.2	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.68.H.1.3	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6	Discuss how a performer responds to different audiences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.68.H.2.3	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.7	Define theatre genres from different periods in history, giving examples of each.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.68.H.3.1	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.2	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.68.F.1.2	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.68.F.2.1	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.3	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.68.F.3.1	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
<b>Additional Required Benchmarks</b>	
<b>LACC.7.RL.2</b>	<b>Craft and Structure</b>
LACC.7.RL.2.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<b>LACC.7.RL.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.7.RL.3.7	Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<b>LACC.7.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>LACC.68.RST.2</b>	<b>Craft and Structure</b>
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

<b>Course Number:</b> 0400010	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Drama/Theatre Arts » SubSubject: Comprehensive Theatre »	
<b>Course Title:</b> M/J Theatre 2	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> M/J THEATRE 2	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Course Descriptions:</b> Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.68.C.1.2	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.68.C.2.1	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4	Defend personal responses to a theatre production.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.2	Compare a film version of a story to its original play form.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.68.S.1.2	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.4	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.68.S.2.1	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4	Memorize and present a character's lines from a monologue or scene.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.68.S.3.1	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.68.O.1.1	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3	Explain the impact of choices made by directors, designers, and actors on audience understanding.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.68.O.2.1	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3	Write alternate endings for a specified play.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.68.O.3.2	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.68.H.1.3	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6	Discuss how a performer responds to different audiences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.68.H.2.3	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.7	Define theatre genres from different periods in history, giving examples of each.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.68.H.3.1	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.2	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.68.F.1.2	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.68.F.2.1	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.3	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.68.F.3.1	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
<b>Additional Required Benchmarks:</b>	
<b>LACC.7.RL.2.5 Craft and Structure</b>	
LACC.7.RL.2.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<b>LACC.7.RL.3 Integration of Knowledge and Ideas</b>	
LACC.7.RL.3.7	Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<b>LACC.7.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>LACC.68.RST.2 Craft and Structure</b>	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<b>LACC.68.WHST.3 Research to Build and Present Knowledge</b>	
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

<b>Course Number:</b> 0400000	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Drama/Theatre Arts » SubSubject: Comprehensive Theatre »	
<b>Course Title:</b> M/J Theatre 1	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> M/J THEATRE 1	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Course Description:</b> Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5	Describe how a theatrical activity can entertain or instruct an audience.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.68.C.2.1	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3	Ask questions to understand a peer's artistic choices for a performance or design.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.68.S.1.1	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.68.S.2.4	Memorize and present a character's lines from a monologue or scene.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.68.S.3.1	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.68.O.1.3	Explain the impact of choices made by directors, designers, and actors on audience understanding.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.68.O.2.4	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.68.O.3.1	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.68.H.1.5	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.68.H.2.4	Discuss the differences between presentational and representational theatre styles.
TH.68.H.2.8	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.68.H.3.1	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.3	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
TH.68.H.3.6	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	



TH.68.F.1.2	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.68.F.2.2	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.68.F.3.1	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
<b>Additional Required Benchmarks:</b>	
<b>LACC.6.SL.1 Comprehension and Collaboration</b>	
LACC.6.SL.1.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>LACC.6.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>LACC.6.L.1 Conventions of English</b>	
LACC.6.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.68.RST.2 Craft and Structure</b>	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<b>LACC.68.WHST.3 Research to Build and Present Knowledge</b>	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.

<b>Course Number:</b> 0400720	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre Performance »	
<b>Course Title:</b> Musical Theatre 3	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> MUSIC THEATRE 3	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8	Apply the components of aesthetics and criticism to a theatrical performance or design.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.

TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.2	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.7	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.4	Create a performance piece to document a significant issue or event.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.2.11	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.

<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.1	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
<b>Additional Required Benchmarks:</b>	
<b>LACC.1112.RL.2 Craft and Structure</b>	
LACC.1112.RL.2.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<b>LACC.1112.RL.3 Integration of Knowledge and Ideas</b>	
LACC.1112.RL.3.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<b>LACC.1112.L.1 Conventions of Standard English</b>	
LACC.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.1112.RST.1 Key Ideas and Details</b>	
LACC.1112.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<b>LACC.1112.RST.2 Craft and Structure</b>	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<b>LACC.1112.WHST.3 Research to Build and Present Knowledge</b>	
LACC.1112.WHST.3.7	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.O.3.2:	Interpret and perform expressive elements indicated by the musical score and/or conductor.

<b>Course Number:</b> 0400710	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre Performance »	
<b>Course Title:</b> Musical Theatre 2	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> MUSIC THEATRE 2	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.

<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	



TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9	Create scenes that satirize current political or social events.
TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.2.11	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.2 Craft and Structure</b>	
LACC.910.RL.2.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>LACC.910.L.1 Conventions of Standard English</b>	
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.910.RST.1 Key Ideas and Details</b>	
LACC.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
<b>LACC.910.RST.2 Craft and Structure</b>	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.7	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.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.

<b>Course Number:</b> 0400700	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre Performance »	
<b>Course Title:</b> Musical Theatre 1	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> MUSIC THEATRE 1	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.6	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.

TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.8	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.2 Craft and Structure</b>	
LACC.910.RL.2.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>LACC.910.L.1 Conventions of Standard English</b>	
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.910.RST.1 Key Ideas and Details</b>	
LACC.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
<b>LACC.910.RST.2 Craft and Structure</b>	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.

<b>Course Number:</b> 0400660	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre and Cinematics »	
<b>Course Title:</b> Theatre, Cinema, and Film Production	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> THEA CIN & FILM PROD	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.

TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.



TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<b>Additional Required Benchmarks:</b>	
<b>LACC.1112.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>LACC.1112.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.1112.SL.2.5	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.
<b>LACC.1112.RST.2</b>	<b>Craft and Structure</b>
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<b>LACC.1112.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.1112.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.1112.WHST.3.7	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

<b>Course Number:</b> 0400620
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre Performance »
<b>Course Title:</b> Theatre Improvisation
<b>Course Section:</b> Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b> THEATRE IMPROV
<b>Number of Credits:</b> 1.0
<b>Course Length:</b> Year
<b>Course Level:</b> 2
<b>Course Status:</b> DRAFT - State Board approval pending
<b>Graduation Requirements:</b> PF
<b>Course Description:</b> Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
TH.912.C.1.3 Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5 Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
TH.912.C.2.1 Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5 Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7 Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
TH.912.S.1.1 Describe the interactive effect of audience members and actors on performances.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
TH.912.S.2.4 Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.8 Strengthen acting skills by engaging in theatre games and improvisations.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.9	Create scenes that satirize current political or social events.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.2	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.SL.1 Comprehension and Collaboration</b>	
LACC.910.SL.1.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>LACC.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>LACC.910.L.1</b>	<b>Conventions of Standard English</b>
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.910.L.3</b>	<b>Vocabulary Acquisition and Use</b>
LACC.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<b>Course Number:</b> 0400540	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre Performance »	
<b>Course Title:</b> Voice and Diction	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> VOICE & DICTION	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.

TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.2 Vocabulary Acquisition and Use</b>	
LACC.910.RL.2.4	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).
<b>LACC.910.SL.1 Comprehension and Collaboration</b>	
LACC.910.SL.1.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>LACC.910.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>LACC.910.L.1 Conventions of Standard English</b>	
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.910.L.2 Knowledge of Language</b>	
LACC.910.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>LACC.910.L.3 Vocabulary Acquisition and Use</b>	
LACC.910.L.3.6	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.

<b>Course Number:</b> 0400515
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »
<b>Course Title:</b> The Business of Theatre: Management and Promotion
<b>Course Section:</b> Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b> BUS THEA MGMT PROMO
<b>Number of Credits:</b> 1.0
<b>Course Length:</b> Year
<b>Course Level:</b> 2
<b>Course Status:</b> DRAFT - State Board approval pending
<b>Graduation Requirements:</b> PF
<b>Course Description:</b> Students examine the practices and theories fundamental to theatre management and arts administration, focusing on administrative operations and economic aspects of theatre, in particular. Within this framework, students explore the concepts, principles, and techniques used to organize, manage, and promote theatrical productions in educational, community, and commercial settings. As they explore, students learn the basics of professional profit and not-for profit organizations that facilitate, promote, advocate for, fund, and/or govern arts, arts education activities, and/or spaces for arts performances and exhibitions. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
TH.912.C.1.6 Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7 Justify personal perceptions of a director’s vision and/or playwright’s intent.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
TH.912.C.2.1 Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7 Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8 Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
TH.912.C.3.2 Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.
TH.912.C.3.3 Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.



TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.

Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.1	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.
TH.912.F.3.2	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school event.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.2 Craft and Structure</b>	
LACC.910.RL.2.4	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).
<b>LACC.910.SL.1 Comprehension and Collaboration</b>	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
<b>LACC.910.WHST.2 Production and Distribution of Writing</b>	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

MA.912.F.2.1	Calculate the future value of a given amount of money with and without technology.
MA.912.F.3.1	Compare the advantages and disadvantages of using cash versus a credit card.
MA.912.F.3.6	Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.
MA.912.F.4.2	Explain cash management strategies including debit accounts, checking accounts, and savings accounts.
MA.912.F.4.4	Establish a plan to pay off debt.

<b>Course Number:</b> 0400510	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »	
<b>Course Title:</b> Theatrical Direction and Stage Management 2 Honors	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> THEA DIR & ST MAN 2H	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 3	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director’s vision and/or playwright’s intent.
TH.912.C.1.8	Apply the components of aesthetics and criticism to a theatrical performance or design.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	

TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.7	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.7	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.8	Direct a scene or one-act play.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.

TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	

TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.4	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.2	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<b>Additional Required Benchmarks:</b>	
<b>LACC.1112.RL.2 Craft and Structure</b>	
LACC.1112.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<b>LACC.1112.WHST.2 Production and Distribution of Writing</b>	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.6	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.
<b>LACC.1112.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.7	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.

<b>Course Number:</b> 0400500	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »	
<b>Course Title:</b> Theatrical Direction and Stage Management 1	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> THEA DIR & ST MAN 1	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.



<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.7	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.7	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.8	Direct a scene or one-act play.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.

TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.
TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.4	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.2	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.8	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<b>Additional Required Benchmarks:</b>	
<b>LACC.1112.RL.2 Craft and Structure</b>	
LACC.1112.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<b>LACC.1112.WHST.2 Production and Distribution of Writing</b>	
LACC.1112.WHST.2.6	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.

<b>Course Number:</b> 0400440	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »	
<b>Course Title:</b> Technical Theatre: Design and Production 4 Honors	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> TECH THEA DES&PROD4H	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 3	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director’s vision and/or playwright’s intent.
TH.912.C.1.8	Apply the components of aesthetics and criticism to a theatrical performance or design.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.

TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	

TH.912.O.2.3	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.4	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	

TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.4	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.1	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.
TH.912.F.3.2	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.8	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<b>Additional Required Benchmarks:</b>	
<b>LACC.1112.RL.1 Key Ideas and Details</b>	
LACC.1112.RL.1.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<b>LACC.1112.RI.1 Key Ideas and Details</b>	
LACC.1112.RI.1.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>LACC.1112.RST.1 Key Ideas and Details</b>	
LACC.1112.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<b>LACC.1112.RST.2 Craft and Structure</b>	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<b>LACC.1112.WHST.2 Production and Distribution of Writing</b>	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.1112.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.7	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.

LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
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VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
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<b>Course Number:</b> 0400430	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »	
<b>Course Title:</b> Technical Theatre: Design and Production 3	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> TECH THEA DES&PROD 3	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director’s vision and/or playwright’s intent.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.

TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.11	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.4	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	

TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<b>Additional Required Benchmarks:</b>	
<b>LACC.1112.RI.1 Key Ideas and Details</b>	
LACC.1112.RI.1.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>LACC.1112.RH.1 Key ideas and Details</b>	
LACC.1112.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>LACC.1112.RST.1 Key Ideas and Details</b>	
LACC.1112.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<b>LACC.1112.RST.2 Craft and Structure</b>	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<b>LACC.1112.WHST.2 Production and Distribution of Writing</b>	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.1112.WHST.3 Research to Build and Present Knowledge</b>	
LACC.1112.WHST.3.7	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.

<b>Course Number:</b> 0400420	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »	
<b>Course Title:</b> Technical Theatre: Design and Production 2	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> TECH THEA DES&PROD 2	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.

<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	

Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.11	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.SL.1 Comprehension and Collaboration</b>	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LACC.910.SL.1.1a	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.
<b>LACC.910.RL.1 Key Ideas and Details</b>	
LACC.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LACC.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>LACC.910.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.910.SL.2.5	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.
<b>LACC.910.RST.1 Key Ideas and Details</b>	
LACC.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
<b>LACC.910.RST.2 Craft and Structure</b>	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.2 Production and Distribution of Writing</b>	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.910.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.7	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.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
MU.912.H.3.1	Apply knowledge of science, math and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.



<b>Course Number:</b> 0400410	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »	
<b>Course Title:</b> Technical Theatre: Design and Production 1	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> TECH THEA DES&PROD 1	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	

TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.SL.1 Comprehension and Collaboration</b>	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>LACC.910.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.910.SL.2.5	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.
<b>LACC.910.RST.1 Key Ideas and Details</b>	
LACC.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LACC.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
<b>LACC.910.RST.2 Craft and Structure</b>	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.2 Production and Distribution of Writing</b>	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.910.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.7	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.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
SC.912.P.10.15	Investigate and explain the relationships among current, voltage, resistance, and power.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
MU.912.H.3.1	Apply knowledge of science, math and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.



<b>Course Number:</b> 0400409	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »	
<b>Course Title:</b> Technical Theatre: Design and Production for Costume, Makeup, and Hair	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> TECH THE D/P CMH	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	

TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	

TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.1 Key Ideas and Details</b>	
LACC.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>LACC.910.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.910.SL.2.5	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.
<b>LACC910.L.1 Conventions of Standard English</b>	
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.910.RST.1 Key Ideas and Details</b>	
LACC.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LACC.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
<b>LACC.910.RST.2 Craft and Structure</b>	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

<b>Course Number:</b> 0400408	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »	
<b>Course Title:</b> Technical Theatre: Design and Production for Lighting and Sound	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> TECH THE D/P LI SOUN	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students focus on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. These students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	



TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.910.SL.2.5	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.
<b>LACC.910.L.1 Conventions of Standard English</b>	
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.910.RST.1 Key Ideas and Details</b>	
LACC.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LACC.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
<b>LACC.910.RST.2 Craft and Structure</b>	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SC.912.P.10.15	Investigate and explain the relationships among current, voltage, resistance, and power.
SC.912.P.10.20	Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.
SC.912.P.10.21	Qualitatively describe the shift in frequency in sound or electromagnetic waves due to the relative motion of a source or a receiver.
MU.912.H.3.1	Apply knowledge of science, math and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
VA.912.S.1.7	Manipulate lighting effects, using various media to create desired results.

<b>Course Number:</b> 0400407	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Technical Theatre »	
<b>Course Title:</b> Technical Theatre: Design and Production for Scenery and Props	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> TECH THE D/P SCEN PR	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	

TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.

TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.910.SL.2.5	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.
<b>LACC.910.L.1 Conventions of Standard English</b>	
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.910.RST.1 Key Ideas and Details</b>	
LACC.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LACC.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
<b>LACC.910.RST.2 Craft and Structure</b>	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two and/or three-dimensional artworks.

<b>Course Number:</b> 0400400	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre Performance »	
<b>Course Title:</b> Acting 4 Honors	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> ACTING 4 HON	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 3	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students’ “critical eye” becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7	Justify personal perceptions of a director’s vision and/or playwright’s intent.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.2	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	

TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.5	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.6	Compare the Stanislavski Method with other acting methods to support development of a personal method.
TH.912.S.3.7	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.8	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.4	Create a performance piece to document a significant issue or event.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.3	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.



<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
<b>Additional Required Benchmarks:</b>	
<b>LACC1112.RL.1 Key Ideas and Details</b>	
LACC.1112.RL.1.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<b>LACC.1112.RL.2 Craft and Structure</b>	
LACC.1112.RL.2.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LACC.1112.RL.2.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<b>LACC.1112.RH.1 Key Ideas and Details</b>	
LACC.1112.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>LACC.1112.WHST.2 Production and Distribution of Writing</b>	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.1112.WHST.3 Research to Build and Present Knowledge</b>	
LACC.1112.WHST.3.7	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.

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

<b>Course Number:</b> 0400390	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre Performance »	
<b>Course Title:</b> Acting 3	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> ACTING 3	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>General Description:</b> Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.

**SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.**

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

TH.912.S.1.2 Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.

TH.912.S.1.3 Develop criteria that may be applied to the selection and performance of theatrical work.

TH.912.S.1.6 Respond appropriately to directorial choices for improvised and scripted scenes.

TH.912.S.1.8 Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

TH.912.S.2.3 Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.

TH.912.S.2.4 Sustain a character or follow technical cues in a production piece to show focus.

TH.912.S.2.5 Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.

TH.912.S.2.6 Transfer acting and technical skills and techniques from one piece of dramatic text to another.

TH.912.S.2.8 Strengthen acting skills by engaging in theatre games and improvisations.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

TH.912.S.3.2 Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

TH.912.S.3.3 Develop acting skills and techniques in the rehearsal process.

TH.912.S.3.5 Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.

TH.912.S.3.7 Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.

**ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.**

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

TH.912.O.1.1 Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

TH.912.O.1.3 Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

TH.912.O.2.2 Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.

TH.912.O.2.4 Construct and perform a pantomime of a complete story, showing a full character arc.

TH.912.O.2.8 Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.4	Create a performance piece to document a significant issue or event.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.

TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
<b>Additional Required Benchmarks:</b>	
<b>LACC.1112.RL.1 Key Ideas and Details</b>	
LACC.1112.RL.1.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<b>LACC.1112.RL.2 Craft and Structure</b>	
LACC.1112.RL.2.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<b>LACC.1112.RL.3 Integration of Knowledge and Ideas</b>	
LACC.1112.RL.3.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<b>LACC.1112.RH.1 Key Ideas and Details</b>	
LACC.1112.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>LACC.1112.WHST.2 Production and Distribution of Writing</b>	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.1112.WHST.3 Research to Build and Present Knowledge</b>	
LACC.1112.WHST.3.7	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.

<b>Course Number:</b> 0400380	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre Performance »	
<b>Course Title:</b> Acting 2	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> ACTING 2	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character’s point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7	Justify personal perceptions of a director’s vision and/or playwright’s intent.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.4	Create a performance piece to document a significant issue or event.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.



TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.9	Create scenes that satirize current political or social events.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor’s physical being as a performance instrument.
TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.1 Key Ideas and Details</b>	
LACC.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>LACC.910.RL.2 Craft and Structure</b>	
LACC.910.RL.2.4	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).

LACC.910.RL.2.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.910.SL.1.1b	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.
<b>LACC.9.10.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<b>Course Number:</b> 0400370	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre Performance »	
<b>Course Title:</b> Acting 1	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> ACTING 1	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.

TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.2	Solve short conflict-driven scenarios through improvisation.

Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.2 Craft and Structure</b>	
LACC.910.RL.2.4	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).
<b>LACC.910.RI.2 Craft and Structure</b>	
LACC.910.RI.2.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>LACC.910.RH.1 Key Ideas and Details</b>	
LACC.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

<b>Course Number:</b> 0400360
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Comprehensive Theatre »
<b>Course Title:</b> Theatre History and Literature 2 Honors
<b>Course Section:</b> Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b> THEA HIST LIT 2 HON
<b>Number of Credits:</b> 1.0
<b>Course Length:</b> Year
<b>Course Level:</b> 3
<b>Course Status:</b> DRAFT - State Board approval pending
<b>Graduation Requirements:</b> PF
<b>Course Description:</b> Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
<b>Special Notes:</b>

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.3	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9	Create scenes that satirize current political or social events.
TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.1 Key Ideas and Details</b>	
LACC.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>LACC.910.RH.1 Key Ideas and Details</b>	
LACC.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>LACC.910.RST.2 Craft and Structure</b>	



LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST 2 Production and Distribution of Writing</b>	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.910.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.7	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.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

<b>Course Number:</b> 0400350
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Comprehensive Theatre »
<b>Course Title:</b> Theatre History and Literature 1
<b>Course Section:</b> Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b> THEA HIST LIT 1
<b>Number of Credits:</b> 1.0
<b>Course Length:</b> Year
<b>Course Level:</b> 2
<b>Course Status:</b> DRAFT - State Board approval pending
<b>Graduation Requirements:</b> PF
<b>Course Description:</b> Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
<b>Special Notes:</b>

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.3	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.

TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.1 Key Ideas and Details</b>	
LACC.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>LACC.910.RH.1 Key Ideas and Details</b>	
LACC.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>LACC.910.RST.2 Craft and Structure</b>	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.3 Research to Build and Present Knowledge</b>	
LACC.910.WHST.3.7	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.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

<b>Course Number:</b> 0400340	
<b>Course Path:</b> TBA	
<b>Course Title:</b> Theatre 4 Honors	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> Theatre 4 HON	
<b>Course Length:</b> Year	
<b>Course Level:</b> 3	
<b>Course Status:</b> DRAFT – State Board approval pending	
<b>Credit:</b> 1.0	
<b>Graduation Requirements:</b> Will meet Performing/Fine Arts (PF)	
<b>Course Description:</b> This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.	
<b>General Note:</b> All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
<b>Special Note:</b> This course requires students to participate in extra rehearsals and performances beyond the school day.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.1	Devise an original work based on a global issue that explores various solutions to a problem.
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director’s vision and/or playwright’s intent.
TH.912.C.1.8	Apply the components of aesthetics and criticism to a theatrical performance or design.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.2	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.
TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.

TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.2	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.5	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.7	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.7	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8	Direct a scene or one-act play.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.1	Apply the principles of dramatic structure to the writing of a one-act play.

TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.3	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.4	Create a performance piece to document a significant issue or event.
TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.



TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.2.9	Create scenes that satirize current political or social events.
TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.3	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.4	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.1	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.
TH.912.F.3.2	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.8	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.

<b>Additional Required Benchmarks:</b>	
<b>LACC.1112.RL.1 Key Ideas and Details</b>	
LACC.1112.RL.1.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LACC.1112.RL.1.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<b>LACC.1112.RST.2 Craft and Structure</b>	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<b>LACC.1112.WHST.2 Production and Distribution of Writing</b>	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.5	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.
<b>LACC.1112.WHST.3 Research to Build and Present Knowledge</b>	
LACC.1112.WHST.3.7	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

<b>Course Number:</b> 0400330	
<b>Course Path:</b> TBA	
<b>Course Title:</b> Theatre 3 Honors	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> Theatre 3 HON	
<b>Course Length:</b> Year	
<b>Course Level:</b> 3	
<b>Course Status:</b> DRAFT – State Board approval pending	
<b>Credit:</b> 1.0	
<b>Graduation Requirements:</b> Will meet Performing/Fine Arts (PF)	
<b>Course Description:</b> This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.	
<b>General Note:</b> All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
<b>Special Note:</b> This course requires students to participate in extra rehearsals and performances beyond the school day.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director’s vision and/or playwright’s intent.
TH.912.C.1.8	Apply the components of aesthetics and criticism to a theatrical performance or design.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.2	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.5	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.

TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.4	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.5	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.6	Compare the Stanislavski Method with other acting methods to support development of a personal method.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.4	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.1	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.8	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.
TH.912.O.3.4	Create a performance piece to document a significant issue or event.
TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.

<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.2	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.

TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school event.
<b>Additional Required Benchmarks:</b>	
<b>LACC.1112.RL.1 Key Ideas and Details</b>	
LACC.1112.RL.1.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LACC.1112.RL.1.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<b>LACC.1112.RST.2 Craft and Structure</b>	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<b>LACC.1112.WHST.2 Production and Distribution of Writing</b>	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.5	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.
<b>LACC.1112.WHST.3 Research to Build and Present Knowledge</b>	
LACC.1112.WHST.3.7	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.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

<b>Course Number:</b> 0400320	
<b>Course Path:</b> TBA	
<b>Course Title:</b> Theatre 2	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> Theatre 2	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT – State Board approval pending	
<b>Credit:</b> 1.0	
<b>Graduation Requirements:</b> Will meet Performing/Fine Arts (PF)	
<b>Course Description:</b> This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights’ contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.	
<b>General Note:</b> All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
<b>Special Note:</b> This course may require students to participate in extra rehearsals and performances beyond the school day.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.



The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.5	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.

<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.
TH.912.O.3.4	Create a performance piece to document a significant issue or event.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.11	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.2	Solve short conflict-driven scenarios through improvisation.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school event.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RI.1</b>	<b>Key Ideas and Details</b>
LACC.910.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LACC.910.RI.1.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>LACC.910.RI.2</b>	<b>Craft and Structure</b>
LACC.910.RI.2.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>LACC.910.SL.1</b>	<b>Comprehension and Collaboration</b>

LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>LACC.910.RST.2 Craft and Structure</b>	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.2 Production and Distribution of Writing</b>	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5	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.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

<b>Course Number:</b> 0400310	
<b>Course Path:</b> TBA	
<b>Course Title:</b> Theatre 1	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> Theatre 1	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT – State Board approval pending	
<b>Credit:</b> 1.0	
<b>Graduation Requirements:</b> Will meet Performing/Fine Arts (PF)	
<b>Course Description:</b> This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.	
<b>General Note:</b> All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
<b>Special Note:</b> This course may require students to participate in extra rehearsals and performances beyond the school day.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.

<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.2	Solve short conflict-driven scenarios through improvisation.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.

<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.2 Craft and Structure</b>	
LACC.910.RL.2.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>LACC.910.SL.1 Comprehension and Collaboration</b>	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>LACC.910.L.3 Vocabulary Acquisition and Use</b>	
LACC.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>LACC.910.RH.1 Key Ideas and Details</b>	
LACC.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>LACC.910.RST.2 Craft and Structure</b>	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.2 Production and Distribution of Writing</b>	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.



<b>Course Number:</b> 0400300	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Comprehensive Theatre »	
<b>Course Title:</b> Introduction to Drama	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> INTROD DRAMA	
<b>Number of Credits:</b> 0.5	
<b>Course Length:</b> Semester	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>Course Description:</b> Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.

TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.4	Create a performance piece to document a significant issue or event.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.3	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<b>Additional Required Benchmarks:</b>	
<b>LACC.910.RL.2 Craft and Structure</b>	
LACC.910.RL.2.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>LACC.910.RI.2 Craft and Structure</b>	

LACC.910.RI.2.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>LACC.910.L.1</b>	<b>Conventions of Standard English</b>
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>LACC.910.RST.2</b>	<b>Craft and Structure</b>
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>LACC.910.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.