



Learning that works for Washington

Spokane Public Schools Stagecraft

Course: Stagecraft		Total Framework Hours up to: 360
CIP Code: 500502	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 4/21/2015
Career Cluster: Arts, Audio/Video Technology & Communications		Cluster Pathway: Performing Arts

COMPONENTS AND ASSESSMENTS

Performance Assessments:
 Process of introducing students to Stage Technology with emphasis of history and safety

- History—Greek to modern
- Venues: Proscenium, round, thrust, Kabuki, arena, outdoor
- General safety: MSDS
- Venue Specific Industrial Safety and Hygiene
- Theatrical terminology
- Theater Etiquette
- Researches arts careers (e.g., job shadowing, apprenticeships, mentorship's)
- Applies arts skills and knowledge used in the world of work
- Incorporates arts knowledge and skills into the work place.
- Communication skills used in work place.

There are a couple of major performance assessments which include:
 Our Famous Safety Test which covers everything from Edison plug questions to dealing with guns and swords.
 We also begin to design shows in this unit as students create a Drama Schedule for the year. Everything from choosing a show, developing a budget, designing the set, etc.

Leadership Alignment:
Communication and Collaboration:
 Classroom Focus:

- Master Carpenter: Students will practice **Communication and Collaboration** when they build items off designs and develop ideas for school and community productions.

Community Focus:

- Students partner with community organizations to develop their technical needs for rehearsals and performances in the Lewis and Clark High School Auditorium as well as other locations (Interplayers, Spokane Civic Theatre, Spokane Children's Theatre, Christian Youth Theatre, Theatre Arts for Children, Lake City Playhouse, Coeur d'Alene Summer Theatre and others.)
- Students meet with representatives of regional theatre companies to learn from working professionals.
- Students meet with representatives of regional theatre supply companies to learn from working professionals.

Standards and Competencies

Standard/Unit: Introduction to Technical Theater History, Design, and Safety

Competencies

Total Learning Hours for Unit: 30 hours

Standard C-1: Safety

- C-1.1: Describe and demonstrate general safety procedures
- C-1.2: Identify and demonstrate personal safety procedures
- C-1.3: Defend and demonstrate tool and machine safety procedures
- C-1.4: Identify and describe proper accident and emergency procedures

Standard C-2: Appropriate Math Skills

- C-2.1: Solve problems with volume, weight, area, circumference and perimeter measurements for rectangles, squares and cylinders.
- C-2.2: Measure tolerance(s) on horizontal and vertical surfaces using millimeters, centimeters, feet and inches.
- C-2.3: Add, subtract, multiply and divide using fractions, decimals, and whole numbers.
- C-2.4: Determine the correct purchase price, to include sales tax, for a materials list containing a minimum of six items.
- C-2.5: Demonstrate an understanding of federal, state and local taxes and their computation.

Standard C-3: Production Space

- C-3.1: Identify and recognize a proscenium theatre.
- C-3.2: Distinguish front-of-house and back-of-house.
- C-3.3: Identify the playing areas of the stage
- C-3.4: Define traditional shapes for the performance space
- C-3.5: Point out problem solving solutions with the stage floor, stage lights, and sound
- C-3.6: Describe and contrast the differences, advantages, and disadvantages between proscenium, thrust, arena and environmental performance spaces.
- C-3.7: Identify the different parts of the traditional stage
- C-3.8: Develop a vocabulary of important terms used in the theatre
- C-3.9: Apply knowledge of safety procedures for mechanical stage operation, including the flying mechanism.

Standard C-4: Function as part of a technical team

- C-4.1: Perform as a member of a team within the framework of an organized production.
- C-4.2: Schedule job assignments in order to meet production deadlines
- C-4.3: Apply accepted principles of theater technology to production situations
- C-4.4: Adapt learned skills and generate new approaches in order to solve unique production problems

Aligned Washington State Standards

Arts

- Arts 1.0 The student understands and applies arts knowledge and skills.
 - 1.1 Understands and applies arts concepts and vocabulary.
 - 1.2 Develops arts skills and techniques.
 - 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.
 - 1.4 Understands and applies audience conventions in a variety of arts settings and performances.
- Arts 2.0 The student demonstrates thinking skills using artistic processes.
 - 2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):
 - Identifies audience and purpose.
 - Explores, gathers, and interprets information from diverse sources.
 - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
 - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
 - Reflects for the purpose of self-evaluation and improvement of the creative work.

	<ul style="list-style-type: none"> - Refines work based on feedback, self-reflection, and aesthetic criteria. - Presents work to others in a performance, exhibition, and/or production. - Develops art works and/or performances using a creative process working towards independence with teacher mentoring. <p>2.2 Applies a performance process in the arts (dance, music, theatre and visual arts):</p> <ul style="list-style-type: none"> - Identifies audience and purpose of the work and/or performance. - Selects artistic resources, materials and/or repertoire to create, perform and present. - Analyzes the structure, context and/or aesthetics of the work. - Interprets meaning through personal understanding of the work and/or performance. - Rehearses, adjusts, and refines through evaluation, reflection and problem solving. - Presents, exhibits, and produces work and/or performance for others. - Reflects and self-evaluates work and/or performance to set goals. - Develops work using a performance process working towards independence with teacher mentoring. <p>2.3 Applies a responding process to an arts presentation of dance, music, theatre and visual arts):</p> <ul style="list-style-type: none"> - Engages the senses actively and purposefully in perceiving the work. - Analyzes the use and organization of elements, principles, foundations, skills and techniques. - Interprets meaning based on personal experiences and knowledge. - Evaluates and justifies using supportive evidence and aesthetic criteria. - Applies a responding process to an arts presentation working towards independence with teacher mentoring. <p>Arts 3.0 The student communicates through the arts.</p> <p>3.1 Uses the arts to express and present ideas and feelings.</p> <p>3.2 Uses the arts to communicate for a specific purpose.</p> <p>3.3. Develops personal aesthetic criteria to communicate artistic choices.</p> <p>Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.</p> <p>4.1. Demonstrates and analyzes the connections among the arts disciplines.</p> <p>4.2. Demonstrates and analyzes the connections between the arts and other content areas.</p> <p>4.3. Understands how the arts impact and reflect lifelong choices.</p> <p>4.4. Understands how the arts influence and reflect culture/civilization, place and time.</p> <p>4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.</p>
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	<p>RST 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.</p> <p>RST 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.</p> <p>RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST 8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
Science	
Social Studies	
Speaking and Listening	<p>SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL 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.</p>
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Writing	<p>WHST 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 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.</p> <p>WHST 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.</p> <p>WHST 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

Student’s research and present on real-world opportunities in the technical field.

- Prepare Resume
- Assemble Portfolio
- Job Shadow
- Explore Internships
- Mock Interviews
- CPR/First Aid
- IATSE Test

Leadership Alignment:

Students will **Access and Evaluate Information** when they build a career ready portfolio

Students will **Use and Manage Information** when they gain professional contacts and experience in the career path

Information, Communications and Technology (ICT) Literacy will be practiced when students participate in career seminars and when they build a career ready portfolio

Classroom Focus:

- Build a career ready portfolio and professional contacts/experiences within the career path and participate in career seminars and certifications.

Standards and Competencies	
Standard/Unit: Career Development	
Competencies	Total Learning Hours for Unit: 20 hours
Aligned Washington State Standards	
Arts	<p>Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.</p> <p>4.1. Demonstrates and analyzes the connections among the arts disciplines.</p> <p>4.2. Demonstrates and analyzes the connections between the arts and other content areas.</p> <p>4.3. Understands how the arts impact and reflect lifelong choices.</p> <p>4.4. Understands how the arts influence and reflect culture/civilization, place and time.</p> <p>4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.</p>
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	<p>RST 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.</p> <p>RST 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.</p> <p>RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST 8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
Science	
Social Studies	
Speaking and Listening	<p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL 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.</p>
Writing	<p>WHST 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 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.</p> <p>WHST 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.</p> <p>WHST 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

These vary from the simple (sewing a button), to the crazy (designing an entire themed showcase).

Leadership Alignment:

- Work Independently
- Be Self-Directed Learners
- Interact Effectively with Others

Community Focus:

- Students are responsible for working with professionals and alone to develop costume plots and create actual wardrobes for productions.

Standards and Competencies

Standard/Unit: Costumes & Period Research

Competencies

Total Learning Hours for Unit: 20 hours

Standard C-18: Wardrobe and Costume Coordination

- C-18.1: Apply understanding care and maintenance of fabric and textiles
- C-18.2: Demonstrate the procedures to ensuring costumes are maintained throughout the performance
- C-18.3: Defend and demonstrate arranging the proper storage of costumes when a production has finished
- C-18.4: Describe and demonstrate basic understanding of sewing and repair techniques
- C-18.5: Identify and describe general understanding of wigs and hair care
- C-18.6: Describe and demonstrate costume fittings
- C-18.7: Demonstrate the procedures for delegating tasks to other members of the wardrobe team
- C-18.8: sourcing other costumes and accessories
- C-18.9: Defend and demonstrate unpacking and packing wardrobe boxes
- C-18.10: Identify and describe process of purchasing fabric

Aligned Washington State Standards

Arts	<p>Arts 2.0 The student demonstrates thinking skills using artistic processes.</p> <p>2.2 Applies a performance process in the arts (dance, music, theatre and visual arts):</p> <ul style="list-style-type: none"> - Identifies audience and purpose of the work and/or performance. - Selects artistic resources, materials and/or repertoire to create, perform and present. - Analyzes the structure, context and/or aesthetics of the work. - Interprets meaning through personal understanding of the work and/or performance. - Rehearses, adjusts, and refines through evaluation, reflection and problem solving. - Presents, exhibits, and produces work and/or performance for others. - Reflects and self-evaluates work and/or performance to set goals. - Develops work using a performance process working towards independence with teacher mentoring.
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	<p>RST 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.</p> <p>RST 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific</p>

	<p>scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST 8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
Science	
Social Studies	1.3.1 (Civics) Analyzes and evaluates the causes and effects of U.S. foreign policy on people in the United States and the world in the past or present.
	4.3.1 (History) Analyze the motives and interests behind an interpretation of an event. (12)
	5.2.1 (SS Skills) Evaluates and revises research questions to refine inquiry on an issue or event.
Speaking and Listening	SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	SL 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.
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Successfully organize and manage house processes and procedures for public performances

Lead effectively in a systems model for public relations, community relations, and technical skills to direct general house protocols for public performances

Leadership Alignment:

Work Effectively with Diverse Teams

Community Focus:

- Interact with production staff and facility staff and the house management for school as well as public performances in the community. Students will also job shadow and support civic productions and private for profit productions with industry partners

Standards and Competencies

Standard/Unit: House Management & Promotion

Competencies

- Standard C-20: Front of House
- C-20.1: Work closely with stage manager
- C-20.2: Insure audience safety
- C-20.3: Arrange the proper seating
- C-20.4: Manage ticketing and box office operation
- C-20.5: Manage usurers
- C-20.6: Manage intermissions

Total Learning Hours for Unit: 20 hours

C-20.7: Delegate tasks to other members of the house staff
 C-20.8: Manage medical emergency response
 C-20.9: Manage show related concessions and sales
 C-20.10: Resolve ticket issues

Aligned Washington State Standards

Arts	
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	
Science	
Social Studies	
Speaking and Listening	<p>SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL 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.</p>
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments:
 Students design light worlds emphasizing concepts of texture, atmosphere, emotions, and timing.
 They also do work with very limited parameters where they are given a set number of fixtures and expected to design lighting for an entire one act or full length production complete with specials and transitions.
 Students focus instruments, replace lamps, change gels, add gobos, etc.

Leadership Alignment:
 Adapt to Change
 Community Focus:
 • Students will **Adapt to Change** when they design and run lighting for community and school productions.

Standards and Competencies

Standard/Unit: Lighting & Electrical

Competencies

Total Learning Hours for Unit: 20 hours

Standard C-10: Lighting Principles
 C-10.1: Describe the optics of lighting instruments
 C-10.2: Identify the purpose and usage of the ellipsoidal spotlight
 C-10.3: Identify the purpose and usage of the fresnel spotlight
 C-10.4: Identify the purpose and usage of the strip/cyc lighting instruments
 C-10.5: Identify and operate the follow spot
 Standard C-11: Circuit and Focus Stage Lights
 C-11.1: Read a standard lighting plot
 C-11.3: Identify stage lighting equipment
 C-11.4: Hang and circuit lights for a stage production
 C-11.5: Focus lights for a stage production
 Standard C-12: Perform The Duties Of A Light Board Operator And Follow Spot Operator
 C-12.1: Program and execute cues on a computerized lighting console in both rehearsal and performance.
 C-12.2: Execute cues using a follow spot in rehearsal and performance

Aligned Washington State Standards

Arts	Arts 1.0 The student understands and applies arts knowledge and skills. Arts 2.0 The student demonstrates thinking skills using artistic processes. Arts 3.0 The student communicates through the arts. Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	RST 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. RST 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. RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST 8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
Science	
Social Studies	
Speaking and Listening	SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange

	<p>of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments:
 Student is able to create a basic makeup balance on an actor's face.

Leadership Alignment:
 Make Judgments and Decisions
 Classroom Focus:

- Career Development: Students will **Make Judgements and Decisions** when they build a career ready portfolio and develop professional contacts/experiences within the career path and participate in career seminars and certifications

Community Focus:

- Students will **Make Judgements and Decisions** when they work with local school groups as makeup designers for their plays and programs.

Standards and Competencies

Standard/Unit: Makeup

Competencies	Total Learning Hours for Unit: 20 hours
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- MU-1 Designing and executing artistic and technical elements of theatre
- a. Explains the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, and makeup)
 - b. Analyzes a variety of dramatic texts from cultural and historical perspectives to determine production requirements
 - c. Designs visual and aural elements to convey the environment suggested by the text
 - d. Applies technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup
- MU-2 Examines the impact of costume and makeup design on character development
- MU-3 Considers the interrelated nature of lighting, costumes, makeup, sound, properties, scenery, acting, and direction to create in a unified theatrical production
- MU-4 Researches and selects lighting, sound, scenery, properties, costumes, and makeup to help create a particular theatrical environment

Aligned Washington State Standards	
Arts	Arts 3.0 The student communicates through the arts. 3.1 Uses the arts to express and present ideas and feelings. 3.2 Uses the arts to communicate for a specific purpose. 3.3. Develops personal aesthetic criteria to communicate artistic choices.
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	RST 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. RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Science	
Social Studies	
Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS
<p>Performance Assessments: Build items off designs and brainstormed concepts for school and community productions.</p>
<p>Leadership Alignment:</p> <p>The following standards will be met during the classroom and community focus below:</p> <ul style="list-style-type: none"> Students will demonstrate Creativity and Innovation when they implement innovations designing and building set features Students will demonstrate Creative Thinking and Problem Solving when they reason effectively, use systems thinking, make judgements and decisions and solve problems to address challenges encountered in the design and build process as well as production planning Students will Communicate and Collaborate when they meet with regional theatre and supply companies to learn from industry professionals and plan for school and community productions Students will demonstrate Information Literacy when they access and evaluate information and use and manage information to construct stage elements Students will demonstrate Information , Communication, and Technology literacy when they access and evaluate information and use and manage information to construct stage elements and seek information from industry partners Students will demonstrate Flexibility and Adaptability when they are flexible and adapt to change in partnership with community organizations Students will practice Initiative and Self-Direction by managing goals and time, working independently and exercising self-direction while collaborating with community organizations <p>Students will practice Social and Cross-Cultural awareness when they interact with others and work effectively in diverse teams to design and build sets and stage elements and partner with community organizations</p> <p>Students will demonstrate Productivity and Accountability when they manage projects and produce results for productions and community partners</p> <p>Students will demonstrate Leadership and Responsibility when they guide and lead others and are responsible to others while designing and building stage</p>

elements and work with community partners

Students will **Use and Manage Information** when they build items off designs and from proprietary concepts developed for school and community productions.

Classroom Focus:

- Build items off designs and sometimes just general ideas for school and community productions.

Community Focus:

- Students partner with community organizations to develop their technical needs for rehearsals and performances in the Lewis and Clark High School Auditorium as well as other locations (Interplayers, Spokane Civic Theatre, Spokane Children’s Theatre, Christian Youth Theatre, Theatre Arts for Children, Lake City Playhouse, Coeur d’Alene Summer Theatre and others.)
- Students meet with representatives of regional theatre companies to learn from working professionals.
- Students meet with representatives of regional theatre supply companies to learn from working professionals.
- Interact with production staff and facility staff and the house management for school as well as public performances in the community. Students will also job shadow and support civic productions and private for profit productions with industry partners

Standards and Competencies

Standard/Unit: Master Carpenter

Competencies

Total Learning Hours for Unit: 20 hours

Standard C-5: Set Construction

C-5.2: Work cooperatively as a team member and leader

C-5.3: Manage construction and installation of a set

C-5.4: Utilize tools and equipment safely

C-5.5: Practice proper cleanup procedures following construction

Aligned Washington State Standards

Arts	
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	<p>RST 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.</p> <p>RST 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.</p> <p>RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST 8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
Science	

Social Studies	
Speaking and Listening	<p>SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL 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.</p>
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students give presentations on properties that they have designed and how they would maintain them.
 Special projects are also tackled (ie. The blood team that researched and constructed 20 gallons of blood for the High School's production of "Dracula". The blood team quickly learned that storage and accessibility were important factors in property management!)

Leadership Alignment:

Students will demonstrate **Creative Thinking and Innovation** when they implement innovations in property design
 Students will demonstrate **Creative Thinking and Problem Solving** when they reason effectively, use **systems thinking**, make judgements and decisions, and solve problems when they design, select, adapt, and implement props for performances
 Students will **Communication and Collaboration** when they are brainstorming and planning props for productions
 Students will demonstrate **Information Literacy** when they research props for productions
 Students will demonstrate **Media Literacy** when they evaluate the quality of information used to research props for productions
 Students will practice **Flexibility and Adaptability** when they are flexible and adapt to change while planning and implementing properties in production planning and implementation
 Students will practice **Initiative and Self-Direction** when they manage goals and time and are self-directed while preparing to give presentations on properties
 Students will demonstrate and leverage **Social and Cross-Cultural** awareness when they interact effectively and work well in diverse teams to develop unique solutions for special projects inherent to property development and application in productions
 Students demonstrate **Productivity and Accountability** when the manage projects and produce result developing and implementing properties for productions

Research, design, find or create properties for local community and school productions.

Standards and Competencies	
Standard/Unit: Properties	
Competencies	Total Learning Hours for Unit: 30 hours
Standard C-17: Props and Set Dressing C-17.1: Show and explain how to construct props C-17.2: Explain the different properties techniques C-17.3: Describe the different special effects used on stage C-17.4: Explain what types of props are needed with a setting	
Aligned Washington State Standards	
Arts	Arts 1.0 The student understands and applies arts knowledge and skills. 1.1 Understands and applies arts concepts and vocabulary. 1.2 Develops arts skills and techniques. 1.3 Understands and applies arts genres and styles from various artists, cultures, and times. 1.4 Understands and applies audience conventions in a variety of arts settings and performances. Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work. 4.1. Demonstrates and analyzes the connections among the arts disciplines. 4.2. Demonstrates and analyzes the connections between the arts and other content areas. 4.3. Understands how the arts impact and reflect lifelong choices. 4.4. Understands how the arts influence and reflect culture/civilization, place and time. 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	RST 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. RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST 8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
Science	
Social Studies	4.3.1 (History) Analyze the motives and interests behind an interpretation of an event. (12) 5.2.1 (SS Skills) Evaluates and revises research questions to refine inquiry on an issue or event.
Speaking and Listening	SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by

	<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
Writing	<p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:
 Students create and present scale drawings of their house as well as set designs for plays.
 Students create and present set designs and are involved in their construction.

Leadership Alignment:
 Students will use **creativity and innovation** when they design **and work creatively** on sets for school and community productions
 Students will **apply technology effectively** when designing, planning, and building sets for school and community productions
 Students will **manage projects and produce results** when they building sets for school and community productions
 Students will **demonstrate leadership and responsibility** when they are **responsible to others** while building sets for school and community productions

Standards and Competencies

Standard/Unit: Scene Design and Construction

Competencies	Total Learning Hours for Unit: 60 hours
<p>Standard C-5: Technical Drawing</p> <p>C-5.1: Prepare a drafting plate and square the paper</p> <p>C-5.2: Operate a straight-edge, triangles, architect's scale, compass, and dividers</p> <p>C-5.3: Demonstrate the procedures for drawing a floor plan to scale</p> <p>C-5.4: Justify accepted drawing techniques of rear elevations, exploded view, and working drawings of scenic elements</p> <p>C-5.5: Point out all windows, doors, colors, platform heights, and flat height</p> <p>C-5.6: Point out all windows, doors, colors, platform heights, and flat height</p> <p>C-5.7: Create a 3D model of set</p> <p>Standard C-5: Set Construction</p> <p>C-5.1: Scale a set design to the stage and venue</p> <p>C-5.2: Work cooperatively as a team member and leader</p> <p>C-5.3: Manage construction and installation of a set</p> <p>C-5.4: Utilize tools and equipment safely</p> <p>C-5.5: Practice proper cleanup procedures following construction</p> <p>Standard C-6: Flat Construction</p>	

C-6.3: Install luan as needed for the set
 C-6.5: Demonstrate the ability to meet timelines
 C-6.6: Respect company equipment and material
 Standard C-7: Platform Construction
 C-7.1: Build a framework and bracing
 C-7.2: Install the floor onto the frame
 C-7.3: Soundproof platform to meet production needs
 C-7.4: Select and apply correct casters

Aligned Washington State Standards

Arts	1.1 Understand arts concepts and vocabulary 1.2 Develop arts skills and techniques 4.3 Understand how the arts impact lifelong choices 4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work
Educational Technology	
Health and Fitness	
Language	
Math	N-Q Reason quantitatively and use units to solve problems 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. A-SSE Interpret the structure of expressions 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. A-CED Create equations that describe numbers or relationships 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.
Reading	
Science	
Social Studies	
Speaking and Listening	SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

	<p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL 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.</p>
Writing	<p>WHST 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 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.</p> <p>WHST 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students must act as the Stage Manager for made-up events and solve problems typically encountered by performance groups. They do this individually and in small groups.

Leadership Alignment:

Run daily, weekend, and evening events at the High School Auditorium.

Standards and Competencies

Standard/Unit: Stage Management

Competencies

Total Learning Hours for Unit: 40 hours

Standard C-19: Stage Management

C-19.1: Apply understanding to set up and run rehearsal schedules

C-19.2: Defend and demonstrate working with other departments to plan wardrobes, set design, scene changes, sound and lighting

C-19.3: Apply knowledge of managing the props budget as well as organizing props and set dressing in small companies

C-19.4: Describe and demonstrate keeping the 'prompt copy' of the script which notes the performers' positions on stage, script changes as well as the props, lighting and sound needed for each scene

C-19.5: Demonstrate the procedures for interfacing with theatre managers and front of house staff

C-19.6: Describe and demonstrate cueing performers to go on stage

C-19.7: Describe and demonstrate cueing the technical crew to operate sound and lighting

C-19.8: Defend and demonstrate distributing information to other theatre departments

C-19.9: Apply understanding ensuring the company's welfare and maintaining a good working knowledge of all relevant health and safety legislation and good working practice

C-19.10: Demonstrate the procedures for watching each show and dealing with any emergencies

C-19.11: Demonstrate the procedures for liaising with resident staff at other performance venues

Aligned Washington State Standards

Arts	
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	<p>RST 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.</p> <p>RST 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.</p> <p>RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Science	
Social Studies	
Speaking and Listening	<p>SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students are required to setup a public event incorporating all of their knowledge and understanding of the sound board and the variety of mics that may be required and need to be accessed and controlled.

Leadership Alignment: Students design and run sound for community productions.	
Standards and Competencies	
Standard/Unit: Sound	
Competencies	Total Learning Hours for Unit: 30 hours
<p>Standard C-13: Understand The Operation Of Basic Microphones C-13.1: Demonstrate an understanding of pickup patterns C-13.2: Demonstrate microphone usage C-13.3: Demonstrate an understanding of specialized microphones C-13.4: Demonstrate placement and off-axis coloration Standard C-14: Understand The Operation Of Mixers C-14.1: Demonstrate basic understanding of pre-amplification C-14.2: Demonstrate an understanding of peak indicators C-14.3: Demonstrate an understanding of faders and potentiometers C-14.4: Demonstrate an understanding of level indicators C-14.6: Apply understanding of signal routing C-14.7: Apply understanding of signal sends C-14.8: Apply understanding of split and inline mixers C-14.9: Demonstrate an understanding of control room mixers C-14.10: Apply understanding of mute and solo C-14.11: Apply understanding of pan potentiometers C-14.12: Demonstrate an understanding of channelized mixers C-14.13: Demonstrate an understanding of mixer automation C-14.14: Demonstrate an understanding of automatic consoles Standard C-15: Understand Monitors And Loudspeakers C-15.1: Understand the operation of dynamic speakers C-15.2: Demonstrate an understanding of dynamic loudspeakers C-15.3: Demonstrate an understanding of loudspeaker enclosures C-15.4: Apply understanding of monitor placement C-15.5: Apply understanding of live speaker placement C-15.6: Understand the operation of listener fatigue Standard C-16: Demonstrate Basic Understanding Of Audio Connectors C-16.1: Demonstrate basic understanding of audio cabling C-16.2: Demonstrate basic understanding of audio connectors C-16.3: Demonstrate basic understanding of fiber optic connectors</p>	
Aligned Washington State Standards	
Arts	
Educational Technology	
Health and Fitness	
Language	

Math	
Reading	<p>RST 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.</p> <p>RST 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.</p> <p>RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Science	
Social Studies	
Speaking and Listening	<p>SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students are involved in painting and coloring all properties and set pieces for over 6 different shows produced by the High School.

Leadership Alignment:

Students design and create entire backdrops for the use of community group performances in spaces around the area.

Standards and Competencies

Standard/Unit: Scenic Painting

Competencies

Standard C-8: Scene Painting
C-8.1: Identify the technique of laying-in

Total Learning Hours for Unit: 20 hours

- C-8.3: Describe the techniques of wet blends
- C-8.4: Show the technique of spattering
- C-8.6: Explain the proper mixing of paints
- C-8.7: Show the proper care and usage of brushes, sponges, and rollers
- C-8.8: Identify the technique of dry-brushing
- C-8.9: Describe the process of stenciling

Aligned Washington State Standards

Arts	<p>Arts 1.0 The student understands and applies arts knowledge and skills.</p> <p>1.1 Understands and applies arts concepts and vocabulary.</p> <p>1.2 Develops arts skills and techniques.</p> <p>Arts 2.0 The student demonstrates thinking skills using artistic processes.</p> <ul style="list-style-type: none"> - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art. - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work. <p>Arts 3.0 The student communicates through the arts.</p> <p>3.1 Uses the arts to express and present ideas and feelings.</p> <p>Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.</p> <p>4.1. Demonstrates and analyzes the connections among the arts disciplines.</p>
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	<p>RST 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</p> <p>RST 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.</p> <p>RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Science	
Social Studies	
Speaking and Listening	<p>SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in</p>

	<p>order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments:

After reading a play, students must analyze and create a list of needs and potential pitfalls of doing the show from a purely technical standpoint. They must then propose solutions to those issues.

Leadership Alignment:

Provide support for community groups and organizations as they plan their shows and develop their needs before they move-in to the performance space.

Standards and Competencies

Standard/Unit: Technical Direction

Competencies

Total Learning Hours for Unit: 20 hours

Standard C-19: Stage Management

C-19.1: Apply understanding to set up and run rehearsal schedules

C-19.2: Defend and demonstrate working with other departments to plan wardrobes, set design, scene changes, sound and lighting

C-19.3: Apply knowledge of managing the props budget as well as organizing props and set dressing in small companies

C-19.4: Describe and demonstrate keeping the 'prompt copy' of the script which notes the performers' positions on stage, script changes as well as the props, lighting and sound needed for each scene

C-19.5: Demonstrate the procedures for interfacing with theatre managers and front of house staff

C-19.6: Describe and demonstrate cueing performers to go on stage

C-19.7: Describe and demonstrate cueing the technical crew to operate sound and lighting

C-19.8: Defend and demonstrate distributing information to other theatre departments

C-19.9: Apply understanding ensuring the company's welfare and maintaining a good working knowledge of all relevant health and safety legislation and good working practice

C-19.10: Demonstrate the procedures for watching each show and dealing with any emergencies

C-19.11: Demonstrate the procedures for liaising with resident staff at other performance venues

Aligned Washington State Standards

Arts

Educational Technology

Health and Fitness

Language

Math

Reading

- RST 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.
- RST 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.
- RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data,

	video, multimedia) in order to address a question or solve a problem.
Science	
Social Studies	
Speaking and Listening	<p>SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students are involved in hanging and rigging scenic pieces for over 6 different shows produced by the High School. They will also use the system to fly elements during performances

Leadership Alignment:

Standards and Competencies

Standard/Unit: Rigging Systems

Competencies

Total Learning Hours for Unit: 10 hours

- 9.1 Identify and demonstrate knot tying practice
- 9.2 Identify and describe hemp rigging systems
- 9.3 Apply knowledge of theatre, structure, rigging system sheaves- fleet angle, pitch diameter, bearings, etc.
- 9.4 Apply knowledge of ropes- manila vs. synthetic hand lines
- 9.5 Apply knowledge of hemp and counterweight systems
- 9.6 Identify and describe system using aircraft cable
- 9.7 Apply understanding of methods of counter weighting & problems loads varying as they are raised off the ground
- 9.8 Apply accepted principles of running a show- safety procedures, spiking lines, etc
- 9.9 Apply variations in basic rigging-Bridles, Curtain hoists, Breasting Lines, Roll Drops, Tripping, Combining Lines, etc.

9.10	Describe and demonstrate inspection & Maintenance of Rigging Systems
9.11	Identify and demonstrate block and tackle winches
9.12	Identify and recognize chain motors- inverted use of attachments to truss & building- cable sets, span sets, shackles, burlap, etc. Boson's chairs/harnesses & focus tracks
9.13	Ground supported structures- genie lifts & self-climbing towers
9.14	Wind loads/importance of outriggers or guying

Aligned Washington State Standards

Arts	1.1 Understand arts concepts and vocabulary
Educational Technology	
Health and Fitness	
Language	
Math	<p>N-Q Reason quantitatively and use units to solve problems</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. <p>A-SSE Interpret the structure of expressions</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. <p>A-CED Create equations that describe numbers or relationships</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.
Reading	<p>RST 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.</p> <p>RST 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.</p> <p>RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Science	<p>9-11 SYS A Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback reduces the disturbance to a system. Negative feedback increases the disturbance to a system.</p> <p>9-11 SYS B Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p>
Social Studies	
Speaking and Listening	SL 1 One-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on

	<p>others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Writing	

21st Century Skills

Check those that students will demonstrate in this course:

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>
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