STEAM High School
Music, Movie, and Theater Production Pathway
Summary

Pathway Overview

Music, Movie, and Theater Production is a pathway that ties together fine arts and technical skills; a hybrid of art/design and engineering. Students will learn techniques used by industry professionals through a project-based approach to instruction which incorporates direct experiences with technical theater skills and professionals. Throughout all the varied aspects of Music, Movie, and Theater Production, a theme of team work illustrating how different professionals work collaboratively to achieve a high-quality professional performance is integral to instruction and application of skills. Key areas of instruction and experience include: elements of design; set design/dressing and construction; wardrobe and costume design and production; audio and lighting design and implementation; production, stage and front of house management; analysis of technical requirements. An internship and capstone project provides opportunity for direct experience implementing and synthesizing student knowledge and skills. Students will have the necessary skills, knowledge, and competence to successfully enter a variety of different careers in the planning and production of live or recorded performance, including virtual and other emerging entertainment technologies. These careers may occur in a variety of environments and venues such as theater, recording studio, theme parks and cruise lines. A sample of possible careers include: set design, set construction, lighting design and technician, audio technician, theater production manager, house manager, stage manager, stage carpenter, costume designer, prop manager, drapers, scenic artists. Students will be prepared to enter employment or post-secondary preparation upon completion of this pathway. Students will balance individual skills with group development skills including collaboration, communication, critical thinking, creativity, problem solving, perseverance, information literacy, technology skills, and digital literacy. They will develop awareness of motivating and supporting others including an awareness of diversity, ethical and professional practices. Students will have opportunity to pursue certifications including, but not limited to: power tool safety, laddering safety, OSHA 10-hour, and USITT BACKstage Exam demonstrating knowledge and work readiness for technical theater. At the conclusion of the four-year program students will be able to:

- Demonstrate professional protocols and best-practices as identified by employers.
- Develop essential skills and qualifications for employment through Project Based Learning and on job experience.
- Build relationships with industry professionals and local, regional and national employers.
- Demonstrate clear and concise communication, leadership, critical thinking, problem solving, perseverance, creativity and teamwork skills.
- Demonstrate an awareness of issues around diversity, professional ethics, and environmental responsibility.
- Demonstrate application of health and safety protocols to protect themselves and others.
- Demonstrate design and production skills.
- Determine elements required from script or a plan and constraints of venue and budget.
- Apply technical skills in scenery and prop construction, audio systems, lighting systems, wardrobe and costumes, and production, stage and front of house management.

Calendar for Pathway

Level	Quarter	Sample Driving Question/Project	Units of Study
1 9th Grade	**1**	**How are principles of design integrated into Music, Movie, and Theater Production? Project #1**	• Introduction to Music, Movie, and Theater Production and Careers • Foundational Principles of Design • Health and Safety
	2	**How does design translate into implementation with varied materials? Project #2**	• Career Development and Employability • Health and Safety • Wardrobe and Costume Design and Production • Set Design/Dressing and Construction
	3	**What contributes to ensuring a successful performance or production? Project #3**	• Career Development and Employability • Health and Safety • Ethics/Regulations • Management

	4	**How do light and sound enhance a performance or production? Project #4**	• Career Development and Employability • Health and Safety • Lighting Systems • Audio Systems
2 10th Grade	**1**	**How and why are intellectual property rights and laws upheld? Project #1**	• Career Development and Employability • Ethics and Regulations • Health and Safety • Wardrobe and Costume Design and Production
	2	**How does design impact outcome of technical theater elements? Project #2**	• Career Development and Employability • Health and Safety • Set Design/Dressing and Construction
	3	**How does design impact outcome of technical theater elements? Project #3**	• Career Development and Employability • Health and Safety • Audio Systems • Lighting Systems
	4	**How is career readiness demonstrated? Project #4**	• Career Development and Employability • Health and Safety • Management: Production and Stage
3 11th Grade	**1**	**What determines design of scenery, costumes, lighting and audio effects? Project #1 and start Project #2 (extended) or 2A**	• Career Development and Employability • Health and Safety • Script Analysis • Set Design/Dressing and Construction
	2	**What determines design of scenery, costumes, lighting and audio effects? Project #2 (extended) or #2B, #2C**	• Career Development and Employability • Health and Safety • Lighting Design and Systems • Wardrobe and Costume Design and Production
	3	**What determines design of scenery, costumes, lighting and audio effects? Project #2 (extended) and or #2D and #2E**	• Career Development and Employability • Health and Safety • Audio Design and Systems • Introduction to Video Production
	4	**Why is collaboration necessary and integral for Music, Movie, and Theater Production? Project #3**	• Career Development and Employability • Health and Safety • Front of House Operations
4 12th Grade	**1**	**How do past contributions impact current practices? Project #1**	• Career Development and Employability • Health and Safety • Preparing and Applying for Internship • Digging Deeper into One Strand: Contributions and Inspiration
	2	**How are discrete skills and components integrated for a successful performance or product? Project #2**	• Career Development and Employability • Health and Safety • Internship or • Extended Project
	3	**How are discrete skills and components integrated for a successful performance or product? Project #2**	• Career Development and Employability • Health and Safety • Internship or Extended Project
	4	**How will I apply my skills and knowledge? Complete Project #2 as needed**	• Career Development and Employability • Health and Safety • Synthesis and Evaluation of Internship and Extended Project • From an Informed Audience Perspective: Evaluate Impact of Elements of Music, Movie, and Theater Production

STEAM High School
Music, Movie, and Theater Production Concentration
Course Syllabus
Level 1

Pathway Overview

Music, Movie, and Theater Production is a pathway that ties together fine arts and technical skills; a hybrid of art/design and engineering. Students will learn techniques used by industry professionals through a project-based approach to instruction which incorporates direct experiences with technical theater skills and professionals. Throughout all the varied aspects of Music, Movie, and Theater Production, a theme of team work illustrating how different professionals work collaboratively to achieve a high-quality professional performance is integral to instruction and application of skills. Key areas of instruction and experience include: elements of design; set design/dressing and construction; wardrobe and costume design and production; audio and lighting design and implementation; production, stage and front of house management; analysis of technical requirements. An internship and capstone project provides opportunity for direct experience implementing and synthesizing student knowledge and skills. Students will have the necessary skills, knowledge, and competence to successfully enter a variety of different careers in the planning and production of live or recorded performance, including virtual and other emerging entertainment technologies. These careers may occur in a variety of environments and venues such as theater, recording studio, theme parks and cruise lines. A sample of possible careers include: set design, set construction, lighting design and technician, audio technician, theater production manager, house manager, stage manager, stage carpenter, costume designer, prop manager, drapers, scenic artists. Students will be prepared to enter employment or post-secondary preparation upon completion of this pathway. Students will balance individual skills with group development skills including collaboration, communication, critical thinking, creativity, problem solving, perseverance, information literacy, technology skills, and digital literacy. They will develop awareness of motivating and supporting others including an awareness of diversity, ethical and professional practices. Students will have opportunity to pursue certifications including, but not limited to: power tool safety, laddering safety, OSHA 10-hour, and USITT BACKstage Exam demonstrating knowledge and work readiness for technical theater. At the conclusion of the four-year program students will be able to:

- Demonstrate professional protocols and best-practices as identified by employers.
- Develop essential skills and qualifications for employment through Project Based Learning and on job experience.
- Build relationships with industry professionals and local, regional and national employers.
- Demonstrate clear and concise communication, leadership, critical thinking, problem solving, perseverance, creativity and teamwork skills.
- Demonstrate an awareness of issues around diversity, professional ethics, and environmental responsibility.
- Demonstrate application of health and safety protocols to protect themselves and others.
- Demonstrate design and production skills.
- Determine elements required from script or a plan and constraints of venue and budget.
- Apply technical skills in scenery and prop construction, audio systems, lighting systems, wardrobe and costumes, and production, stage and front of house management.

Course Description

In this foundational course, students will explore careers, personal interests, and strands of Music, Movie, and Theater Production including outreach to local professionals. They will demonstrate basics of health and safety to protect themselves and others from physical harm including safe use of tools, use of PPE, emergency procedures, how to conduct themselves around electrical hazards, and lifting and carrying techniques. Fundamentals of design theory will be explored. They will be introduced to wardrobe and costume design and production, set designing/dressing, tasks and responsibilities of management roles, and lighting and audio systems. Protection of intellectual property will be addressed. All students will engage in project-based learning at a minimum of a project each quarter. Intrinsic to project-based learning is to examine a driving question or identify a problem by articulating what is already known, and what students need to know to answer the question. Students are guided to develop and execute a plan culminating in a presentation or product demonstrating their response to the initial question or problem. This process concludes with self-reflection regarding their learning. As such, learning happens during completion of a project and not solely as a final activity to show learning.

Work-Based Learning

Students will be connected with local and national professionals throughout their learning experiences especially as they complete project-based learning experiences. These professional connections may include interviews, field trips to local businesses, virtual field trips to other locations, presenting their learning and work samples to professionals, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and

real-world experience in an internship experience prior to completion of the program. Students will create and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the project that they are involved in. Some examples for this pathway include, but are not limited to:
    - Power tool safety
    - Laddering safety
    - OSHA 10 hour
    - USITT BACKstage Exam
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

N/A

Course Objectives

Upon completion of this course students will know and be able to:

- Name potential careers within Music, Movie, and Theater Production.
- Describe core principles of design theory and cite examples.
- Demonstrate safety protocols and procedures.
- Explain the concept of and ways to protect intellectual property.
- Construct and fit a simple costume using common fabrics and basic sewing techniques.
- Demonstrate safe use of basic and power tools.
- Read and interpret blueprints, scale drawings and other renderings to create a 2- dimensional set element.
- Demonstrate safe set-up and striking protocols.
- Implement computer aided tools into design procedure.
- Explain theory of electric systems.
- Demonstrate use of static lighting.
- Demonstrate ability to read and implement a basic light plot.
- Explain basic physics of sound.
- Demonstrate sound reinforcement.
- Explain roles of management.
- Demonstrate effective communication, team work, time management, problem solving, creativity and awareness of diversity.

Integrated High School Academics

N/A

Concurrent College Enrollment

TBD

Equipment and Supplies

- **School will provide:** All tools including technology, equipment and supplies to complete projects
- **Student will provide:** N/A

Textbook

TBD

Grading

10% Classwork assignments
10% Journal or self-reflection assignments
80% Projects and presentations, (rubric)

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.
- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 and other identified technology hardware and software for preparing and sharing all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Sample Driving Question/ Project	Units of Study
1	**How are principles of design integrated into Music, Movie, and Theater Production?** **Project #1**	• Introduction to Music, Movie, and Theater Production and Careers • Foundational Principles of Design • Health and Safety
2	**How does design translate into implementation with varied materials?** **Project #2**	• Career Development and Employability • Health and Safety • Wardrobe and Costume Design and Production • Set Design/Dressing and Construction
3	**What contributes to ensuring a successful performance or production?** **Project #3**	• Career Development and Employability • Health and Safety • Ethics/Regulations • Management
4	**How do light and sound enhance a performance or production?** **Project #4**	• Career Development and Employability • Health and Safety • Lighting Systems • Audio Systems

STEAM High School
Music, Movie, and Theater Production Pathway
Scope and Sequence
Level 1

First Quarter-Level 1 Sample Driving Question: How are principles of design integrated into Music, Movie, and Theater Production? Project #1					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Introduction to Music, Movie, and Theater Production and Careers	• What is Music, Movie, and Theater Production? • What are roles and responsibilities for varied personnel? • What are possible careers in Music, Movie, and Theater Production? • What are some possible work settings and environments in Music, Movie, and Theater Production? • Why is collaboration needed to successful productions? • What are foundational vocabulary terms? • What is the geography of a stage? • What are the types of stages? • What are my interests? • What are some skills needed for this field? • What are skills employers seek in employees?	• Define Music, Movie, and Theater Production and what are the strands to be explored within this program. • Identify roles in live performance or recorded performance and their areas of expertise. • Recognize technical roles supporting performances. • Match production personnel roles with responsibilities. • Describe how technical teams function together to create a product or performance. • Demonstrate collaboration with others to achieve common goal. • Identify possible career paths. • Identify possible work settings and environments. • Identify skills and certifications required for different aspects of this field. • Define common terms found in strands such as wardrobe and costumes, make-up, light systems, sound systems, scenery, properties (set design or set dressing), and management (production, stage and front of house). • Recognize technical elements of a theater such basic types of stages, stage areas, fly systems, curtains, front of house, backstage. • Identify stage geography. • Compare and contrast types of stages. • Articulate their personal interests as related to Music, Movie, and Theater Production. • Articulate goals for personal growth for the semester/year. • Articulate plan of action with deadlines to achieve goal (s).	**Written** • Research • Class Assignments • Self-assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 4,7,10 **Cluster Standards** AR 1,5 **Pathway Standards** AR-AV 1, AR-PRF 1,8	**ELA** 9-10 R 1,4 9-10 W 2,5,6 9-10 SL 1,2,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 4 WHST 5 **Math** **Science** **Theater Art** TH: Cr.2.1.HSI b

First Quarter-Level 1 Sample Driving Question: How are principles of design integrated into Music, Movie, and Theater Production? Project #1					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Foundational Principles of Design	• What are core principles of design across disciplines? • What is a design process? • How are principles of design integrated into Music, Movie, and Theater Production? • How do creators communicate their design for development and implementation? • What is color theory? • What is impact of different colors on visibility, mood, and scene development? • What are basic elements for hand drawing? • How has technology impacted design process?	• Identify traditional principles of design such as emphasis, balance and alignment, contrast, repetition, proportion, movement, and space. • Identify traditional elements of art such as line shape, color, texture, form and space. • Identify 21st century principles of designs such as appropriation, juxtaposition, recontextualization, layering, hybridity, the interaction of text and image, and representation. • Name elements of contemporary art such as memory, history, media symbols, material properties, social conventions, cultural artifacts, mythology and story. • Match various principles of design and elements of art to artifacts. • Identify specific examples of various principles of design applied to stands of Music, Movie, and Theater Production such as in lighting, costuming and set design. • Recognize the design process of analysis, research, selection and implementation and evaluation by use of a rendering, model, sketch. • Identify how designs are communicated though examples such as costumes plot, light plot, property list, design renderings and models. • Name key ideas in color theory. • Demonstrate how different combinations of colors in various relationships (e.g., complimentary, analogous, monochromatic) can tell different visual stories. • Analyze the impact of mixing varying combinations of color to alter mood and setting in a visual story. • Compare and contrast the impact of warm and cool colors across the spectrum. • Demonstrate application of basic hand drawing. • Demonstrate with a rough hand sketch examples of traditional and 21st century principles of design and elements of art. • Describe how Computer Aided Design, automation and robotics interact with entertainment technology.	**Written** • Project • Self-Assessment • Professional Portfolio • Class assignments **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 2,4,7 **Cluster Standards** AR 1 **Pathway Standards** AR-VIS 1,2,3	**ELA** 9-10 R 1 9-10 W 2,5 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 1,2,4 WHST 4 **Math** **Science** **Theater Art** TH: Cr1.1HSI a TH: Cr1.1HSI b TH:Cn11.2HSI a

First Quarter-Level 1 Sample Driving Question: How are principles of design integrated into Music, Movie, and Theater Production? Project #1					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Personal health and safety	• How do I protect myself and others from physical harm? • What are examples of job-site hazards? • How is personal protective equipment (PPE) used to protect workers from different types of injuries? • How can I support healthy habits in myself and others?	• Demonstrate foundational backstage etiquette and safety. • Describe fire safety and other emergency evacuation procedures. • Identify personal protective equipment (PPE) such as eye protection, dust mask, gloves, hearing protection aids, close-toed shoes. • Explain how PPE is used to protect workers from different types of injuries. • Demonstrate correct use of PPE including inspecting, wearing and removing. • Locate and explain the use of safety equipment including eye wash stations, first aid kits and fire extinguisher. • Demonstrate safe use and handling of tools. • Identify attributes for physical and mental well-being. • Identify resources to support physical and mental well-being.	**Written** • Self-Assessment **Performance** • Class Presentation • Class assignments • Teacher Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 9-10 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA

Second Quarter-Level 1 Sample Driving Question: How does design translate into implementation with varied materials? Project #2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• Where are careers in this field located? • What careers may be local or regionally? • What are the educational and experiential requirements for careers in this field?	• Identify what careers within Music, Movie, and Theater Production are found within this region. • Identify employers in this region. • Participate in career coaching and job shadow experiences. • Identify what educational or experiences are required for 1-2 careers they are interested in pursuing.	**Written** • Research • Self-Assessment • Professional Portfolio • Career Coaching Self-Assessment • Job Shadow Reflection **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 4,7,10 **Cluster Standards** AR 1,5 **Pathway Standards** AR-AV 1	**ELA** 9-19 R 1 9-10 W 2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** WHST 5 **Math** **Science** **Theater Art** NA
Personal health and safety	• How do I protect myself and others from physical harm? • What can be done to prevent injury? • Why is it important to store and handle materials and tools properly? • What safe guards are found in power tools? • How can I support healthy habits in myself and others?	• Demonstrate safe lifting and carrying techniques. • Demonstrate safe laddering techniques (possible certification). • Demonstrate tool safety for measuring and marking, cutting and shaping, and joining. • Demonstrate safety particular to set -up and striking of sets. • Demonstrate safe handling of tools including power tools (possible certification). • Demonstrate adherence to fire code. • Explain use of flame-retardant material. • Demonstrate support for own and other's well-being.	**Written** • Class Assignments • Professional Portfolio **Performance** • Presentations • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 9-10 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA
Wardrobe and Costume Design and Production	• What is the history and purpose of costumes? • How are costumes obtained? • What are common fabrics? • How are specific fabrics selected? • How are common fabrics cared for? • How are sewing machines and basic sewing tools used? • What are basic fabric construction techniques? • How is a costume fitted?	• Compare and contrast use and development of costumes over time including historical, regional and cultural influences. • Explain functions of costumes. • Identify sources of costumes (adapt, borrow, rent, stock, create). • Identify common fabrics used for costumes. • Articulate pros and cons for use of specific fabrics for qualities such as water resistance, heat sensitivity, and colorfastness. • Demonstrate care and labeling for common fabrics. • Demonstrate use and care of sewing machine and tools. • Describe pattern parts and terminology. • Demonstrate appropriate cutting techniques.	**Written** • Research • Project • Self-Assessment • Professional Portfolio • Classwork Assignments **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 2,4,7 **Cluster Standards** AR 1,2 **Pathway Standards** AR-PRF1,7,8	**ELA** 9-10 R 1, 2, 3, 4, 5, 6,7,9 9-10 W 1,2,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 1,2,4 WHST 2,4 **Math** **Science** **Theater Art** TH: Cr.1.1 HISI b TH: Cr1.1 HSII b TH: Cr 3.1.HSI c

Second Quarter-Level 1 Sample Driving Question: How does design translate into implementation with varied materials? Project #2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
		• Apply basic skills of measurement. • Demonstrate appropriate construction and pressing techniques. • Create a simple costume. • Fit a simple consume according to provided criteria.			
Set Design/Set Dressing and Construction	• What are different types of scenery? • What are elements of 2- and 3-dimensional scenery? • How are basic hand tools used and cared for? • How are power tools used and cared for? • What are basic carpentry skills? • How are common materials handled and stored? • How are scale drawings read and interpreted? • How is a blueprint read? • What are some common symbols used on blueprints? • Why is it important to be able to distinguish the different types of lines on a blueprint? • How is a drawing created to guide construction? • What is hand drafting vs computer assisted drafting? • What is the difference between design drawings and construction drawings? • How are scenic backdrops painted?	• Identify types of scenery such as drapery set, wing and drop set, box set, permanent set, unit set, simultaneous set, fragmentary set, skeleton set projected scenery. • Identify flats and components, platforms, ramps, steps. • Identify basic hand tools and what they are used for. • Demonstrate appropriate and safe use of hand basic tools. • Identify common power tools and what they are used for. • Demonstrate appropriate and safe use of common power tools. • Identify common materials. • Demonstrate appropriate handling and storage of common materials (wood, plastics, metals). • Interpret scale drawings. • Convert units of measurement. • Identify basic symbols, components and terms on blueprints. • Interpret line weights. • Identify the different views of drawing from blueprints. • Demonstrate accurate reading of a provided blueprint. • Create a plan for construction of a set or prop by hand drawing. • Compare and contrast hand drawing with computer assisted drawing. • Apply basic drafting standards to create a scenic design. • Compare and contrast design drawings and construction drawings. • Explain how a design drawing and construction drawing integrate. • Apply basic skills of measurement.	**Written** • Project • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 2,4,7 **Cluster Standards** AR 1,2 AC 1,6 **Pathway Standards** AR-VIS 2,3 AR- PRF 8 AC-DES 1,2,6,7	**ELA** 9-10 R 1 9-10 W 2 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 1,4,5 **Math** **Science** **Theater Art** TH: Cr.1.1 HISI b TH: Cr1.1 HSII b TH: Cr 3.1.HSI c

Second Quarter-Level 1 Sample Driving Question: How does design translate into implementation with varied materials? Project #2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment** **Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• Why are props included in set design or set dressing? • How are props located, adapted, created? • How is a stage set and dismantled? • How are curtains and simple fly rails operated?	• Follow a basic plan to construct a portion of a set. • Create a flat. • Demonstrate knowledge of basic scenic painting. • Describe the use and function of props. • Create a prop or set dressing according to provided criteria. • Describe setting and striking techniques. • Demonstrate curtain and fly rail operation.			

Third Quarter- Level 1 Sample Driving Question: What contributes to ensuring a successful a performance or production? Project #3					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• Where are careers in this field located? • What careers may be regionally or nationally based? • What are the educational and experiential requirements for careers in this field?	• Identify what careers within this field are found regionally or nationally? • Identify employers both regionally and nationally. • Participate in career coaching and job shadow experiences. • Identify what educational or experiences are required for an additional 1-2 careers they are interested in pursuing.	**Written** • Research • Class Assignments • Self-Assessment • Professional Portfolio • Career Coaching Self-Assessment • Job Shadow Reflection **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 4,7,10 **Cluster Standards** AR 1,5 **Pathway Standards** AR-AV 1	**ELA** 9-10 R 1,2 9-10 W 2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,5,6 **Literacy** WHST 2,3,5,6,7 **Math** **Science** **Theater Art** NA
Personal health and safety	• How do I protect myself and others from physical harm? • What are core elements/constructs for OSHA 10 certification? • What are key vocabulary terms used by OSHA? • What is MSDS (Manufacturers Safety Data Sheets)? • What precautions are taken with using hazardous materials? • How can I support healthy habits in myself and others?	• Identify core constructs within OSHA 10-Hour certification. • Name and define key vocabulary terms used in OSHA 10-hour certification. • Identify what is MSDS. • Complete a MSDS for materials used. • Articulate where hazardous materials are stored and what safety precautions are taken to safely use. • Demonstrate support for own and other's well-being.	**Written** • Class assignments **Performance** • Presentations • Teacher Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 9-10 R 1 9-10 SL 1,2,3,4,5,6 **Literacy** RST 1,2,4 **Math** **Science** **Theater Art** NA
Ethics/Regulations	• What is intellectual property? • Why is intellectual property protected? • What is a copyright, creative commons and trademark? • How do you protect your intellectual property?	• Identify what is intellectual property. • Define fair use and pubic domain. • Identify what is copyright, creative commons, and trademark. • Compare and contrast copyright, creative commons and trademark. • Articulate how intellectual property is protected. • Identify how to find royalty and copyright information.	**Written** • Research • Self-Assessment • Professional Portfolio • Class assignments **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 1,4,7,9 **Cluster Standards** AR 3 **Pathway Standards** NA	**ELA** 9-10 R 1,2,3,4 9-10 W 1,2,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 1,2,4 WHST 2,4 **Math** **Science** **Theater Art** NA

Third Quarter- Level 1 Sample Driving Question: What contributes to ensuring a successful a performance or production? Project #3					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment** **Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Management	• What types of management are needed to produce a performance or product? • What makes a performance or production successful? • How is calendar or schedule developed? • How does budget impact a performance or product? • What does effective and efficient communication look and sound like? • What are team dynamics? • How can team dynamics be managed? • What is an inclusive environment? • What does collaboration look and sound like?	• Identify common tasks and responsibilities for production management, stage management, and front of house operations. • Compare and contrast the functions and purpose of production management, stage management, and front of house operations. • Describe planning and preparation for a successful performance or production. • Describe collaboration, problem-solving and critical thinking required for successful performance or production. • Summarize input from professionals about key elements for success. • Articulate critical elements for a calendar or schedule. • Create a production calendar or schedule provided key data. • Develop a calendar for technical rehearsals provided key data. • Identify key components of a budget. • Create a budge provided key data. • Identity key points for effective and productive communication. • Demonstrate professional use of social media and email. • Describe team dynamics and impact on others. • Demonstrate an inclusive environment. • Demonstrate collaboration to achieve common goal.	**Written** • Project- Planning for success • Self-Assessment • Class Assignments • Professional Portfolio **Performance** • Interviews • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 1,2,4,5,6,12 **Cluster Standards** AR 1,4 **Pathway Standards** AR-AV 4 AR-PRF 8	**ELA** 9-10 R 1,2,4 9-10 W 2,4 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 2,4 WHST 2,4,5,6 **Math** **Science** **Theater Art** TH: Cr 2.1 HSI b

Fourth Quarter-Level 1 Sample Driving Question: How do light and sound enhance a performance or production? Project #4					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• Do I need to revise my goals? • Where do my skills, interests match career pathways in Music, Movie, and Theater Production?	• Reflect on goals, interests and skills. • Articulate what careers and strands of Music, Movie, and Theater Production are of interest.	**Written** • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP #4,10	**ELA** 9-10 W 3 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,5,6
				Cluster Standards AR 1,5	**Literacy** WHST 3
					Math
					Science
				Pathway Standards NA	**Theater Art** NA
Personal health and safety	• How do I protect myself and others from physical harm? • How can I support healthy habits in myself and others?	• Describe safe working conditions around electrical hazards. • Demonstrate safety precautions around electrical hazards. • Demonstrate use of a digital multimeter. • Demonstrate use of a sound level meter (SLM) to measure sound pressure level (SPL) to monitor sound levels for audience safety. • Demonstrate safe use and care of tools. • Demonstrate safe and proper use of lighting equipment. • Demonstrate safe connections for lighting equipment. • Demonstrate safe and proper use of sound equipment. • Demonstrate safe connections for sound equipment. • Demonstrate support for own and other's well-being.	**Written** • Career Coaching Self-Assessment • Job Shadow Reflection • Professional Portfolio **Performance** • Presentations • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,3	**ELA** 9-10 W 3 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,5,6
				Cluster Standards AR 2,3	**Literacy** RST 1,4
					Math
					Science
				Pathway Standards AR-AV 3	**Theater Art** NA
Lighting Systems	• What is the function of lighting? • What is the historical development of lighting and period styles of lighting? • What are properties of light? • What are components of basic electrical systems? • How do electrical systems function?	• Explain the function of production lighting including visibility, mood, composition, integration for other set elements. • Summarize history of lighting development. • Name methods of lighting a stage for given historical period. • Explain the properties of light. • Identify basic electrical components including conductors, insulators, current, resistance, voltage, amps, circuits (series and parallel). • Explain Ohms Law and Power Equation (West Virginia formula). • Identify basic lighting equipment.	**Written** • Project • Class Assignments • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Class assignments • Teacher Observation Checklist	**Career Ready Practices** CRP 2,4,7,11,12	**ELA** 9-10 R 1,2,3,4,5 9-10 W 2 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards AR 1,2,	**Literacy** RST 1,4,7 WHST 2
					Math
					Science
				Pathway Standards AR-AV 1,2,3	**Theater Art** TH: Cr.1.1 HISI b

Fourth Quarter-Level 1 Sample Driving Question: How do light and sound enhance a performance or production? Project #4					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• What is the relationship between power and load? • What common equipment provide lighting? • How are lights connected and powered? • What is the theory of McCandless lighting? • How is static lighting used? • How does environment or setting impact lighting requirements? • How is equipment secured and positioned? • How do you read a basic light plot? • How do you hang a basic light plot?	• Demonstrate use of connectors, cables, circuits, fuses and circuit breakers. • Demonstrate proper use of electrical equipment. • Demonstrate use of basic controls such as dimmer, patch panel, simple control boards. • Articulate McCandless lighting theory and steps. • Demonstrate use of McCandless lighting theory. • Demonstrate how to vary the intensity, color and distribution of lights. • Demonstrate types of lighting positions. • Demonstrate the impact of angles of lighting. • Demonstrate the impact of varied white lights and color mixing. • Demonstrate common methods of lighting for different types of stages. • Demonstrate how to mount, position and focus lighting instruments. • Interpret a light plot for only static lighting. • Hang a light plot for static lighting.		AR-PRF 1,7	TH: Cr1.1 HSII b TH: Cr 3.1.HSI c
Audio Systems	• What is basic sound theory? • What are principles of sound and acoustics? • How do physical properties of a space affect the clarity of sound? • What are trends in audio production? • What is the function of audio systems? • How is sound amplified? • What types of amplification equipment are used? • How is amplification equipment used? • What is the difference between analog and digital signals? • What types of speakers are commonly used in different venues and performances?	• Articulate basic physics of sound. • Identify the components of acoustics within sound. • Explain the history, current practices and future trends for audio production. • Explain how music styles, sound effects or vocal performance can create a specific emotional impact. • Identify different types of microphones such as dynamic (including moving coil and ribbon), condenser (including pressure zone (PZM)) and lavalier. • Explain when each type of microphone is typically utilized. • Demonstrate use of varied types of microphones in sound reinforcement. • Demonstrate use of varied wireless sound reinforcement equipment including monitors for frequency planning (UHF, VHF, etc.) to prevent interference, as well as, compliance with FCC regulations. • Explain pick-up patterns and application of microphones such as cardioid, omni-directional and figure eight.	**Written** • Project • Class Assignments • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 2,4,7,11,12 **Cluster Standards** AR 1,2 **Pathway Standards** AR-AV 1,2,3	**ELA** 9-10 R 1,2,3,4,5 9-10 W 2 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 1,4,7 WHST 2 **Math** **Science** **Theater Art** TH: Cr.1.1 HISI b TH: Cr1.1 HSII b TH: Cr 3.1.HSI c

Fourth Quarter-Level 1 Sample Driving Question: How do light and sound enhance a performance or production? Project #4					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• How do you match an amplifier with a speaker system? • What are common issues and what are common ways to address?	• Identify types of audio signals, cables and connectors. • Demonstrate use of audio interconnect cabling and connectors including XLR balanced, TRS balanced, TS unbalanced, RCA, ¼" TRS/TS and mini TRS/TS, USB, Bluetooth, Wi-Fi. • Explain types and application of audio speakers with broadcast monitors, studio monitors and use of live sound speakers. • Identify components of power amplifiers and speaker systems. • Describe use of sound reinforcement systems in varied venues. • Demonstrate the use of power amplifiers and speaker systems, including placement of speakers. • Describe frequency-dependent resistance of speaker or impedance. • Demonstrate application of Ohm's Law by matching and designing speaker systems to rated driver impedance. • Demonstrate use of sound reinforcement. systems including a basic sound board. • Explain gain structure/staging theory. • Troubleshoot for common issues such as feedback, etc.			

STEAM High School
Music, Movie, and Theater Production Pathway
Course Syllabus
Level 2

Pathway Overview

Music, Movie, and Theater Production is a pathway that ties together fine arts and technical skills; a hybrid of art/design and engineering. Students will learn techniques used by industry professionals through a project-based approach to instruction which incorporates direct experiences with technical theater skills and professionals. Throughout all the varied aspects of Music, Movie, and Theater Production, a theme of team work illustrating how different professionals work collaboratively to achieve a high-quality professional performance is integral to instruction and application of skills. Key areas of instruction and experience include: elements of design; set design/dressing and construction; wardrobe and costume design and production; audio and lighting design and implementation; production, stage and front of house management; analysis of technical requirements. An internship and capstone project provides opportunity for direct experience implementing and synthesizing student knowledge and skills. Students will have the necessary skills, knowledge, and competence to successfully enter a variety of different careers in the planning and production of live or recorded performance, including virtual and other emerging entertainment technologies. These careers may occur in a variety of environments and venues such as theater, recording studio, theme parks and cruise lines. A sample of possible careers include: set design, set construction, lighting design and technician, audio technician, theater production manager, house manager, stage manager, stage carpenter, costume designer, prop manager, drapers, scenic artists. Students will be prepared to enter employment or post-secondary preparation upon completion of this pathway. Students will balance individual skills with group development skills including collaboration, communication, critical thinking, creativity, problem solving, perseverance, information literacy, technology skills, and digital literacy. They will develop awareness of motivating and supporting others including an awareness of diversity, ethical and professional practices. Students will have opportunity to pursue certifications including, but not limited to: power tool safety, laddering safety, OSHA 10-hour, and USITT BACKstage exam demonstrating knowledge and work readiness for technical theater. At the conclusion of the four-year program students will be able to:

- Demonstrate professional protocols and best-practices as identified by employers.
- Develop essential skills and qualifications for employment through Project Based Learning and on job experience.
- Build relationships with industry professionals and local, regional and national employers.
- Demonstrate clear and concise communication, leadership, critical thinking, problem solving, perseverance, creativity and teamwork skills.
- Demonstrate an awareness of issues around diversity, professional ethics, and environmental responsibility.
- Demonstrate application of health and safety protocols to protect themselves and others.
- Demonstrate design and production skills.
- Determine elements required from script or a plan and constraints of venue and budget.
- Apply technical skills in scenery and prop construction, audio systems, lighting systems, wardrobe and costumes, and production, stage and front of house management.

Course Description

The second year builds upon foundations presented in year one. Similarly, all students participate in learning experiences from varied aspects of Music, Movie, and Theater Production. Emphasis continues with exploration of career possibilities and development of core employment traits. Health and safety is revisited each quarter as students continue to learn safety protocols as well as, focus on maintaining physical and mental health in stressful situations. The topic of intellectual property extends into obtaining permissions and related regulations. Within wardrobe and costume design and production, learning experiences expand to include uncommon materials, methods of design, more advanced methods of construction and fitting and alterations. The use of make-up is included in this year. Likewise, units in set design/dressing and construction include more advanced construction techniques with measuring, cutting, shaping, and joining elements of a set. Included is integration of CADD and 3-D printing. In audio systems learning expands to mixing and use of sound boards. Lighting systems advances into varied types of lights and special effects with lights. The management unit focuses on production and stage management.

All students will engage in project-based learning at a minimum of a project each quarter. Intrinsic to project-based learning is to examine a driving question or identify a problem by articulating what is already known, and what students need to know to answer the question. Students are guided to develop and execute a plan culminating in a presentation or product demonstrating their response to the initial question or problem. This process concludes with self-reflection

regarding their learning. As such, learning happens during completion of a project and not solely as a final activity to show learning.

Work-Based Learning

Students will be connected with local and national professionals throughout their learning experiences especially as they complete project-based learning experiences. These professional connections may include interviews, field trips to local businesses, virtual field trips to other locations, presenting their learning and work samples to professionals, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience in an internship experience prior to completion of the program. Students will create and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the project that they are involved in. Some examples for this pathway include, but are not limited to:
    - Power tool safety
    - Laddering safety
    - OSHA 10 hour
    - USITT BACKstage Exam
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

Music, Movie, and Theater Production Level 1

Course Objectives

Upon completion of this course students will know and be able to:

- Identify possible careers of personal interest with relevant training and education requirements.
- Articulate and demonstrate traits of good employees such as time management, attendance, communication, responding to feedback, asking questions and problem solving.
- Inspect and maintain a safe working environment- physically and mentally.
- Model respect for intellectual property by obtaining permission as needed.
- Demonstrate ability to work with uncommon fabrics.
- Create an original design for a costume.
- Demonstrate use of stage makeup.
- Construct a portion of a set.
- Integrate technology to assist with design and production.
- Demonstrate use of fly systems.
- Monitor and produce quality sound reinforcement.
- Demonstrate audio mixing and use of sound boards.
- Demonstrate use of recording equipment.
- Implement use of current editing software.
- Demonstrate use of lighting boards with varied types of lights.
- Create, hang and strike a light plot.
- Troubleshoot for common issues with sound and light equipment.

Integrated High School Academics

N/A

Concurrent College Enrollment

TBD

Equipment and Supplies

- **School will provide:** All tools including technology, equipment and supplies to complete projects
- **Student will provide:** N/A

Textbook

TBD

Grading

10% Classwork assignments
10% Journal or self-reflection assignments
80% Projects and presentations, (rubric)

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.
- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 and other identified technology hardware and software for preparing and sharing all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Sample Driving Question/ Project	Units of Study
1	**How and why are intellectual property rights and laws upheld?** **Project #1**	• Career Development and Employability • Ethics and Regulations • Health and Safety • Wardrobe and Costume Design and Production
2	**How does design impact outcome of technical theater elements?** **Project #2**	• Career Development and Employability • Health and Safety • Set Design/Dressing and Construction
3	**How does design impact outcome of technical theater elements?** **Project #3**	• Career Development and Employability • Health and Safety • Audio Systems • Lighting Systems
4	**How is career readiness demonstrated?** **Project #4**	• Career Development and Employability • Health and Safety • Management: Production and Stage

STEAM High School
Music, Movie, and Theater Production Pathway
Scope and Sequence
Level 2

First Quarter-Level 2 Sample Driving Question: How and why are intellectual property rights and laws upheld? Project #1					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• What are possible careers in Music, Movie, and Theater Production? • What are possible work settings and environments for Music, Movie, and Theater Production? • What are my interests? • What skills and experiences are required for careers of interest? • What is my learning goal? • What is my career goal? • How does a person develop a plan for achievement of goals?	• Identity possible work settings and environments for Music, Movie, and Theater Production. • Identify possible careers in Music, Movie, and Theater Production. • Investigate skills, experiences, and education required for possible career paths. • Articulate their interests. • Articulate their skill set. • Articulate their goal and action plan for the semester/year.	**Written** • Research • Interviews • Interest surveys • Job Shadow Reflection • Career Coaching Reflection • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 4,7,10 **Cluster Standards** AV 1,5 **Pathway Standards** NA	**ELA** 9-10 R 1,2,4 9-10 W 2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** WHST 1,2,3,4,5,6,7 **Math** **Science** **Theater Art** TH: Cr2.1 HSI a
Ethics/Regulations	• How is protected property maintained? • How is protected property shared? • How can protected property be accessed to incorporate into other work? • What are consequences or ramifications of theft of intellectual property? • What does a basic contract include? • What does basic contractual language mean? • What other regulations and policies guide work within Music, Movie, and Theater Production?	• Model respect for intellectual property. • Explain how to obtain permission to use protected material. • Explain consequences of copyright infringement. • Demonstrate use of crediting others for their intellectual property. • Explain the function of royalties and licensing. • Explain basic language used in contracts. • Summarize a contract providing permission for use of protected material. • Understand and comply with regulations of governing authority such as federal Communications Commission (FCC), local or school district or employer.	**Written** • Project • Class assignments • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 2,4,9 **Cluster Standards** AV 3,4 **Pathway Standards** NA	**ELA** 9-10 R 1,2,3,4,5,6 9-10 W 1,2,5 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 2,4 WHST 1,2 **Math** **Science** **Theater Art** NA

First Quarter-Level 2 Sample Driving Question: How and why are intellectual property rights and laws upheld? Project #1					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Personal Health and Safety	• How do I protect myself and others from physical harm? • How can I support healthy habits in myself and others? • What does it mean to take responsibility and leadership for maintaining safe environment? • What laws and regulations guide safe practices? • What is OSHA and what are core areas included?	• Demonstrate use of resources and actions to support physical and mental well-being of self and others. • Identify personal protective equipment requirements. • Inspect and maintain a safe working environment. • Articulate federal, state and local safety and legal requirements. • Identify core ideas in OSHA safety requirements.	**Written** • Class Assignment • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 9-10 SL 1,2,3,4,5,6 **Literacy** RST 4 WHST 2 **Math** **Science** **Theater Art** NA
Wardrobe and Costume Design and Production	• What are some rare fabrics? • How are rare fabrics handled and cared for? • How are specific fabrics selected for use? • What are key elements for fashion design? • How can a design be created and fitted? • What are some advanced fabric construction techniques? • What are types of stage makeup and how is it used? • How can makeup create a character?	• Identify unusual or rare fabrics (not typically used in daily wear). • Demonstrate care and handling for rare and valuable fabrics. • Interpret labels and procedures to clean or dry clean items. • Articulate pros and cons for use of specific fabrics for qualities such as water resistance, heat sensitivity, and colorfastness. • Identify elements of fashion design. • Identity basic body shapes and sizes. • Sketch a design for a costume given a set of criteria. • Create an original design by adapting patterns and sketches. • Demonstrate fitting and finishing for created design. • Identify uses of specialized sewing machines. • Identify advanced and specialized construction techniques for fabric. • Identify materials other than fabrics for wardrobe and costuming. • Evaluate varied methods of costume construction techniques. • Identify types and purposes of stage makeup.	**Written** • Professional Portfolio • Class assignments • Self-Assessment **Performance** • Presentations • Class assignments • Teacher Observation Checklist	**Career Ready Practices** CRP 1,24,6,7,8,12 **Cluster Standards** AV 1, **Pathway Standards** AR-PRF 1,7	**ELA** 9-10 R 1,2,3,4 9-10 SL 1,2,3,4,5,6 **Literacy** RST 2,4 **Math** **Science** **Theater Art** TH: Cr 1.1 HSII b TH: Cr 2.1 HSII b TH: Pr5.1 HSI b

First Quarter-Level 2 Sample Driving Question: How and why are intellectual property rights and laws upheld? Project #1					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
		• Compare and contrast makeup for live performance and makeup for recorded/streamed performance. • Demonstrate use of stage makeup for live performance. • Demonstrate use of recorded/streamed performance makeup. • Interpret a set of criteria to create a character by using makeup.			

Second Quarter-Level 2 Sample Driving Question: How does design impact outcome of technical theater elements? Project #2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• How is an interview conducted? • How is information shared concisely and accurately? • What are key elements for an oral and visual presentation? • How can I prepare for a quality career coaching or job shadow experience?	• Identity possible work settings and environments for Music, Movie, and Theater Production. • Identify possible careers in Music, Movie, and Theater Production. • Investigate skills, experiences, and education required for possible career paths. • Create interview questions. • Summarize interviews and experiences. • Synthesize information into a presentation. • Demonstrate quality public speaking. • Demonstrate use of visuals to provide key information. • Demonstrate professional speech, dress and behaviors for given professional environment.	**Written** • Self-Assessment • Career Coaching Self-Assessment • Job Shadow Reflection • Professional Portfolio **Performance** • Class Presentation • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 4,7,10 **Cluster Standards** AR 1,5 **Pathway Standards** NA	**ELA** 9-10 R 1,2,4 9-10 W 2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 2,6 WHST 2,3,4,5,6,7 **Math** **Science** **Theater Art** TH:Cr2.1 HSI b
Personal Health and Safety	• How do I protect myself and others from physical harm? • How do I support physical and mental well-being of self and others? • What does it mean to take responsibility and leadership for maintaining safe environment? • How might physical wellbeing be protected? • How might stress be mitigated?	• Demonstrate use of resources and actions to support physical and mental well-being of self and others. • Inspect and maintain a safe working environment. • Demonstrate specific safety precautions while setting and striking a set. • Articulate good habits for physical health. • Demonstrate stretches and warm up exercises to protect physical health. • Demonstrate ways to handle or mitigate stress.	**Written** • Professional Portfolio **Performance** • Presentations • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 9-10 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA
Set Design/Set Dressing	• What are basic elements of a set? • What are considerations for selection of material? • How is stock cut and shaped? • How is stock fastened? • What tools are used to check for squareness? • What is the difference between level and plumb? • How are materials fastened?	• Produce concept for scenic production. • Demonstrate construction of basic set components such as platform, stairs, wagon and flats. • Select building materials, hardware and method of assembly. • Explain how budget, duration of use, safety, and environment or venue impact selection of material. • Demonstrate ability to cut and shape stock. • Demonstrate use of hand and power tools to crosscut and ripsaw stock to size. • Demonstrate use of hand and power tools to bore holes.	**Written** • Project • Self-Assessment • Professional Portfolio **Performance** • Project/Product • Teacher Observation Checklist	**Career Ready Practices** CRP 1,2,4,6,7,8,12 **Cluster Standards** AR 1,2 AC 1,6 **Pathway Standards** AR-VIS 2,3 AR- PRF 8	**ELA** 9-10 R 1,2,3,4,5,6 9-10 W 2,3,5 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 1,4 WHST 2 **Math** **Science** **Theater Art** TH: Cr 1.1 HSII b TH: Cr 2.1 HSII b

Second Quarter-Level 2 Sample Driving Question: How does design impact outcome of technical theater elements? Project #2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• What determines what method of fastening is utilized? • How are designs determined? • How does computer technology assist in creation of props or dressing? • What are considerations during setting and striking a set? • How do fly systems operate?	• Demonstrate squaring of stock to 90 degrees. • Check stock and assemblies for squareness. • Determine if surfaces are level and plumb. • Demonstrate use of hand and power tools to cut a miter joint. • Demonstrate ability to work with fasteners. • Demonstrate ability to apply clamping devices. • Demonstrate use of metal fasteners to fasten stock (nails, screws staples, bolts). • Measure materials, using a standard measurement device. • Join flats including dutchman techniques. • Build a portion of a set including props or any dressing provided specific criteria. • Create scale drawing for scene. • Explain differences in 2-D and 3-D models. • Articulate strengths and challenges of use of computer aided drafting and manual drafting. • Demonstrate use of computer aided drafting software. • Create a simple prop by use of 3D printing. • Demonstrate movement of scenes and props. • Describe setting and striking techniques. • Demonstrate setting and striking techniques. • Identify various components of fly systems such as arbor counterweight, lift line, lineset, loft block. • Demonstrate curtain and fly rail operations. • Compare and contrast traditional fly systems and motorized systems.		AC-DES 1,2,6,7,8	TH: Pr5.1 HSI b

Third Quarter-Level 2 Sample Driving Question: How does design impact outcome of technical theater elements? Project #3					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• What makes a good employee?	• Articulate what employers look for in employees. • Demonstrate efficient and effective communication skills both verbally and written. • Demonstrate time awareness- be prompt and consistent in attendance. • Demonstrate ability to modify actions based on feedback. • Demonstrate ability to ask questions. • Demonstrate ability to follow directions. • Demonstrate ability to take initiative. • Demonstrate problem solving skills. • Demonstrate ability to collaborate with teammates.	**Written** • Research • Class Assignments • Career Coaching Reflection • Job Shadow Reflection • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 1,4,10 **Cluster Standards** AR 1,5 **Pathway Standards** AR-PFR 8	**ELA** 9-10 R 1 9-10 W 2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** WHST 5,7 **Math** **Science** **Theater Art** TH:Cr2.1 HSI b TH: Cr2.1HSII b
Personal Health and Safety	• What is good mental health? • How do I take care of my mental health? • How might stress be mitigated? • How do I protect myself and others from physical harm? • What does it mean to take responsibility and leadership for maintaining safe environment?	• Summarize key ideas from mental health first aide • Demonstrate techniques to protect mental health. • Demonstrate ways to handle or mitigate stress. • Inspect and maintain a safe working environment. • Explain safe working practices around electrical hazards.	**Written** • Self-Assessment • Class assignments • Professional Portfolio **Performance** • Presentations • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 9-10 R 1,2 9-10 SL 1,2,3,4,5,6 **Literacy** RST 2 **Math** **Science** **Theater Art** NA
Audio Systems	• What are basic elements of music as related to sound reinforcement? • What is the purpose of audio mixing? • What are key components of mixing and processing equipment and their purposes? • How does manipulation of channels change what is heard? • How is audio mixing different depending on	• Identify the basic elements of music in sound reinforcement. • Identify the components and functions of an audio mixer. • Demonstrate the functions of an audio mixer/sound board including connecting audio equipment, mixing, bussing, gain-staging and applying audio processing. • Demonstrate use of musical instrument digital interface (MIDI) controllers, audio splitters, and analog to digital converters. • Identify common accessories of audio systems such as direct injection boxes, real-time spectrum analyzer, SPL meters, amplifiers, computer audio interfaces, software, recording devices, and playback devices.	**Written** • Project • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Class Assignments • Teacher Observation Checklist	**Career Ready Practices** CRP 1,2,4,6,7,8,12 **Cluster Standards** AR 1,2,6 **Pathway Standards** AR-AV 1,2,3,4 AR-PRF 3,4,7	**ELA** 9-10 R 1,2,4 9-10 W 2, 5 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 1,4 WHST 2 **Math** **Science** **Theater Art** TH: Cr 1.1 HSII b TH: Cr 2.1 HSII b TH: Pr5.1 HSI b

Third Quarter-Level 2 Sample Driving Question: How does design impact outcome of technical theater elements? Project #3					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	setting and type of performance? • What are common fixes for issues? • How is editing software applied?	• Identify audio processing equipment. • Demonstrate use of audio processing (e.g.for echoing, delay, reverberations, equalizers, filters). • Identify the role and function of audio mixing within a production. • Demonstrate audio mixing techniques and software such as equalizer, dynamic compressor, noise gate, band pass filter, reverb and delays. • Identify signal processing within live audio mixing. • Compare and contrast operation and application of audio consoles/mixers such as broadcast, live sound and recording consoles. • Compare and contrast mixing for live performance and recording. • Compare and contrast sound quality from varied equipment. • Demonstrate trouble shooting with equipment and systems. • Demonstrate use of current industry software for editing.			
Lighting Systems	• What are some additional safety regulations for working with electrical components? • What types of lights and light sources are commonly used? • How does reflection and refraction differ? • How are lights controlled? • How does environment or setting impact lighting requirements? • How are special lighting effects created? • How are simple repairs completed for equipment?	• Demonstrate safety for electrical cables and cable management. • Summarize NFPA 70- National Electrical Code. • Identify basic types of lights, lamps and light sources such as LED, Svoboda, floodlights, strip lights, follow spots, automated, types of light bulbs. • Identify types of spotlights such as ellipsoidal, Fresnel lens, plano-convex, parabolic. • Identify use of types of lenses and use of angles. • Explain how different lights and lens use reflection and refraction. • Connect light sources into console. • Compare and contrast manual and computerized consoles. • Compare and contrast theater and concert lighting boards.	**Written** • Project • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 1,2,4,6,7,8,12 **Cluster Standards** AR 1,2,3,6 **Pathway Standards** AR-AV 1,2,3,4 AR-RFP 1,7	**ELA** 9-10 R 1,2,4 9-10 W 2, 5 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 **Literacy** RST 1,2,4,7 WHST 2 **Math** **Science** **Theater Art** TH: Cr 1.1 HSII b TH: Cr 2.1 HSII b TH: Pr5.1 HSI b

Third Quarter-Level 2 Sample Driving Question: How does design impact outcome of technical theater elements? Project #3					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• How do you implement a light plot? • How is lighting design created?	• Explain use of controls for functions including but not limited to tracking, tracing, cue-only blocking. • Demonstrate use of lighting console. • Demonstrate use of color and white lights. • Demonstrate creation of special effects with black light, strobe, chaser lights, mirror ball, series lights. • Demonstrate how to create illusion of special effects such as explosions, fog, smoke. • Demonstrate how to change lamps, plugs and trouble shoot for electrical connections. • Interpret a light plot, instruments schedule, and channel hookup. • Interpret lighting needs and constraints for a given production • Generate a lighting design with static lighting. • Demonstrate how to hang, connect and strike a light plot.			

Fourth Quarter-Level 2 Sample Driving Question: How is career readiness demonstrated? Project #4					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• What career paths are most intriguing to me? • How can I demonstrate professional communication? • How do I demonstrate professional responsibility? • What are next actions for my personal goals?	• Explore deeper one career within specific application of Music, Movie, and Theater Production. • Demonstrate use of technology such as social media, email, internet writing and publishing, presentation, spreadsheets or database as applicable. • Demonstrate employing planning and time management skills to complete work tasks. • Summarize job shadowing and career coaching experiences. • Reflect on personal goal.	**Written** • Research • Project • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 4,7,10	**ELA** 9-10 R 1,2,4 9-10 W 2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards AV 1,5,	**Literacy** RST 9 WHST 2,3,4,5,6,7
					Math
					Science
				Pathway Standards NA	**Theater Art** Th:Cr2.1 HSI b
Management	• What are the responsibilities and role of a production manager? • How does production management differ from general business management? • How does a production manager facilitate transition from planning to implementation? • What are some considerations a production manager needs to address? • What are the responsibilities and role of a stage manager? • How does a stage manager facilitate transition from planning to implementation? • What are types of performance spaces? • How does the performance space impact production or performance?	• Summarize roles of production and stage management. • List the responsibilities of a production manager. • Categorize the role and responsibilities of a production manager for pre-production, during production and post-production. • Explain the process to execute contracts or rental agreements. • Explain the process to obtain licensing and fulfill copyright and royalty obligations. • Identify resource sources such as partnerships, local networks. • Analyze a budget for a production. • Create a schedule and budget for a production. • List the responsibilities of a stage manager. • Categorize the role and responsibilities of a stage manager for pre-production, during production and post-production. • Describe the process of prop management. • Create a play book. • Demonstrate how to block a performance. • Create a ground plan. • Demonstrate how to tape a floor for rehearsals. • Develop a call time schedule. • Build a production book. • Compare and contrast different types of performance spaces e.g., proscenium stage, studio/black box, thrust stage, classroom, arena, found space.	**Written** • Career Coaching • Job Shadow Reflection • Self-Assessment • Professional Portfolio **Performance** • Presentations • Class Assignments • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,2,4,6,7,8,12	**ELA** 9-10 R 1,2,4 9-10 W 2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards AV 1,3,4	**Literacy** RST 2,4 WHST 2
					Math
					Science
				Pathway Standards AR-AV 1,4 AR-PRF 1,8	**Theater Art** TH:Cr2.1HSII b

Fourth Quarter-Level 2 Sample Driving Question: How is career readiness demonstrated? Project #4					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment** **Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• How is a collaborative team formed and nurtured?	• Summarize the optimal use of each type of staging environment. • Provide examples of how production and stage management differ depending on staging environment and type of production. • Demonstrate leadership for collaboration and nurturing cohesive teams.			
Health and Safety	• How might stress be mitigated? • What does it mean to take responsibility and leadership for maintaining safe environment?	• Demonstrate ways to handle or mitigate stress. • Inspect and maintain a safe working environment.	**Written** • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 1,3,4	**ELA** 9-10 SL 1,2,3,4,5,6
				Cluster Standards AR 2,3	**Literacy** WHST 4
					Math
					Science
				Pathway Standards NA	**Theater Art** NA

STEAM High School
Music, Movie, and Theater Production Pathway
Course Syllabus
Level 3

Pathway Overview

Music, Movie, and Theater Production is a pathway that ties together fine arts and technical skills; a hybrid of art/design and engineering. Students will learn techniques used by industry professionals through a project-based approach to instruction which incorporates direct experiences with technical theater skills and professionals. Throughout all the varied aspects of Music, Movie, and Theater Production, a theme of team work illustrating how different professionals work collaboratively to achieve a high-quality professional performance is integral to instruction and application of skills. Key areas of instruction and experience include: elements of design; set design/dressing and construction; wardrobe and costume design and production; audio and lighting design and implementation; production, stage and front of house management; and analysis of technical requirements. An internship and capstone project provides opportunity for direct experience implementing and synthesizing student knowledge and skills. Students will have the necessary skills, knowledge, and competence to successfully enter a variety of different careers in the planning and production of live or recorded performance, including virtual and other emerging entertainment technologies. These careers may occur in a variety of environments and venues such as theater, recording studio, theme parks and cruise lines. A sample of possible careers include: set design, set construction, lighting design and technician, audio technician, theater production manager, house manager, stage manager, stage carpenter, costume designer, prop manager, drapers, scenic artists. Students will be prepared to enter employment or post-secondary preparation upon completion of this pathway. Students will balance individual skills with group development skills including collaboration, communication, critical thinking, creativity, problem solving, perseverance, information literacy, technology skills, and digital literacy. They will develop awareness of motivating and supporting others including an awareness of diversity, ethical and professional practices. Students will have opportunity to pursue certifications including, but not limited to: power tool safety, laddering safety, OSHA 10-hour, and USITT BACKstage Exam demonstrating knowledge and work readiness for technical theater. At the conclusion of the four-year program students will be able to:

- Demonstrate professional protocols and best-practices as identified by employers.
- Develop essential skills and qualifications for employment through Project Based Learning and on job experience.
- Build relationships with industry professionals and local, regional and national employers.
- Demonstrate clear and concise communication, leadership, critical thinking, problem solving, perseverance, creativity and teamwork skills.
- Demonstrate an awareness of issues around diversity, professional ethics, and environmental responsibility.
- Demonstrate application of health and safety protocols to protect themselves and others.
- Demonstrate design and production skills.
- Determine elements required from script or a plan and constraints of venue and budget.
- Apply technical skills in scenery and prop construction, audio systems, lighting systems, wardrobe and costumes, and production, stage and front of house management.

Course Description

In the third year, learning experiences shift from foundational to a greater emphasis on application and original design. Students explore and experience all aspects of Music, Movie, and Theater Production presented, as well as, have opportunity to focus learning and experience. Teamwork is critical for success in this program given the range of areas for application of skills and student interests. For career development, students are expected to start to narrow their focus and research post-secondary opportunities. Building upon previous experiences, students will be provided the opportunity to pursue OSHA 10-hour certification and demonstrate their skills and work readiness through the USITT BACKstage exam. Students are expected to examine a script and analyze all components for technical theater. They then will have the opportunity to design and create the lighting, audio, scenery, properties, costumes and makeup according to their analysis. Additional topics included in the third year include rigging, dynamic lighting, dying and digital printing of fabric, and care of wigs. In sound design the role of editing, and different venue requirements add complexity to earlier learning experiences. Students will have an introduction to video production by integrating audio and lighting with recording or streaming for virtual performances. Front of house management is the focus of the management unit.

All students will engage in project-based learning throughout the year. This approach may include at a minimum of a project each quarter or have students select an area of interest and experience an extended project as they translate information from script analysis into products. Intrinsic to project-based learning is to examine a driving question or identify a problem by articulating what is already known, and what students need to know to answer the question. Students are

guided to develop and execute a plan culminating in a presentation or product demonstrating their response to the initial question or problem. This process concludes with self-reflection regarding their learning. As such, learning happens during completion of a project and not solely as a final activity to show learning.

Work-Based Learning

Students will be connected with local and national professionals throughout their learning experiences especially as they complete project-based learning experiences. These professional connections may include interviews, field trips to local businesses, virtual field trips to other locations presenting their learning and work samples to professionals, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience in an internship experience prior to completion of the program. Students will create and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the project that they are involved in. Some examples for this pathway include, but are not limited to:
    - Power tool safety
    - Laddering safety
    - OSHA 10 hour
    - USITT BACKstage Exam

- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

Music, Movie, and Theater Production Level 1
Entertainment Enginnering Level 2

Course Objectives

Upon completion of this course students will know and be able to:

- Identify what strand of Music, Movie, and Theater Production is of personal interest and what are post-secondary requirements and opportunities.
- Inspect and maintain a safe working environment.
- Analyze a script to determine technical requirements for costumes, lighting, audio, scenery and management.
- Design and construct identified technical requirements as determined through script analysis.
- Demonstrate use of different rigging systems.
- Demonstrate use and care of wigs.
- Demonstrate dying and digital printing of fabric.
- Demonstrate use of simple prosthetics.
- Demonstrate use of special effects in sound and lighting.
- Demonstrate use of sound equipment in different environments.
- Demonstrate live monitoring and mixing.
- Integrate sound and lighting into video production.
- Demonstrate use of technology to record or livestream performances.
- Implement front of house responsibilities.
- Obtain OSHA 10-hour certification and USITT BACKstage credential.

Integrated High School Academics

N/A

Concurrent College Enrollment

TBD

Equipment and Supplies

- **School will provide:** All tools including technology, equipment and supplies to complete projects
- **Student will provide:** N/A

Textbook

TBD

Grading

10% Classwork assignments
10% Journal or self-reflection assignments
80% Projects and presentations, (rubric)

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.
- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 and other identified technology hardware and software for preparing and sharing all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Sample Driving Question/ Project	Units of Study
1	**What determines design of of scenery, costumes, lighting and audio effects?** **Project #1 and start Project #2 (extended) or 2A**	• Career Development and Employability • Health and Safety • Script Analysis • Set Design/Dressing and Construction
2	**What determines design of scenery, costumes, lighting and audio effects?** **Project #2 (extended) or #2B, #2C**	• Career Development and Employability • Health and Safety • Lighting Design and Systems • Wardrobe and Costume Design and Production
3	**What determines design of scenery, costumes, lighting and audio effects?** **Project #2 (extended) and or #2D and #2E**	• Career Development and Employability • Health and Safety • Audio Design and Systems • Introduction to Video Production
4	**Why is collaboration necessary and integral for Music, Movie, and Theater Production?** **Project #3**	• Career Development and Employability • Health and Safety • Front of House Operations

STEAM High School
Music, Movie, and Theater Production Pathway
Scope and Sequence
Level 3

First Quarter-Level 3 Sample Driving Question: What determines design of scenery, costumes, lighting and audio effects? Project #1 and Project #2 (extended or broken into 5 sections)					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• What are careers of personal interest in Music, Movie, and Theater Production? • What are my skills and interests? • What is my goal? • How is intellectual property protected? • How do I protect my intellectual property?	• Explore specific careers within one area of Music, Movie, and Theater Production including responsibilities and educational requirements. • Assess personal skills and interests. • Determine goal for the year. • Model respect for intellectual property. • Demonstrate how to obtain permission to use protected material. • Explain how to obtain protection for intellectual property.	**Written** • Self-Assessment • Class assignments • Career Coaching Self-Assessment • Job Shadow Reflection • Professional Portfolio **Performance** • Class Presentation • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 2,3,4,7,10 **Cluster Standards** AR 1,5 **Pathway Standards** NA	**ELA** 11-12 W 2,3,5,6 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 2 WHST 1,2 **Math** **Science** **Theater Art** TH:Cr2.1HSI b
Personal Health and Safety	• What are basic emergency first aid procedures? • How do I protect myself and others from physical harm? • How can I support the physical and mental well-being of self and others? • What does it mean to take responsibility and leadership for maintaining safe environment? • What are the benefits of earning the OSHA 10 card?	• Demonstrate use of emergency first aid procedures and protocols. • Demonstrate use of resources and actions to support physical and mental well being of self and others. • Inspect and maintain a safe working environment. • Pursue OSHA 10 certification.	**Written** • Class assignments • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Class assignments • OSHA 10 Hour Certification • Teacher Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 AC 3 **Pathway Standards** NA	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA

First Quarter-Level 3 Sample Driving Question: What determines design of scenery, costumes, lighting and audio effects? Project #1 and Project #2 (extended or broken into 5 sections)					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Script Analysis	• How are technical elements determined for a performance or production? • In what ways does space impact technical requirements? • How do technical elements help communicate the concept of script? • How are designs determined and communicated?	• Summarize a provided script. • Interpret the setting, times, characters, mood of a script. • Analyze a script to determine technical requirements such as elements for costumes, lighting, audio, production management, scenery. • Analyze ways in which the characteristics of a performance space can impact production decisions regarding technical elements. • Select lighting, audio, scenery, properties, costumes and makeup to help create a particular theatrical environment. • Evaluate the effectiveness that lighting, sound, scenery properties, costumes and makeup choices have in conveying the concept of a production. • Develop draft of a set design, prop list, design for costumes, light plot, audio plan, outlines for production and stage management. • Effectively and efficiently communicate designs to other teams by presenting drafts, models, rendering, etc. • Demonstrate respect and compliance with all copyright and fair use laws.	**Written** • Project • Class Assignments • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 1,2,4,6,8,12 **Cluster Standards** AR 1 ST 1,2 AC 6 **Pathway Standards** AR-AV 1,4, AR-PRF 7,8 ST-ET 1,2,3.5,6 AC-DES 1,2,3	ELA 11-12 R 1,2,3,4,5,6 11-12 W 1,4,5 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,5,6 **Literacy** RST 2 WHST 4 **Math** **Science** **Theater Art** TH:Cr3.1HSII a TH:PR5.1HSII b TH:PR5.1HSIII b
Set design/dressing and construction	• How does the usage of scenic structures differ from other structures? • How are scenic components constructed? • What determines materials and construction techniques? • What are advanced painting techniques? • What are components of rigging systems? • What are basic rigging techniques? • What are advantages of different rigging systems and where are they used?	• Identify scenic components– vertical, horizontal, moveable, and support structures. • Contrast the construction techniques for permanent vs. scenic construction. • Differentiate between materials used for permanent vs scenic construction. • Demonstrate specialized painting techniques such as for textured coatings, wood grain, marble, ombre. • Identify components of rigging system (hanging positions, lift lines, connecting hardware, blocks and pulleys, counter-weight system, anchoring positions, network connections). • Compare and contrast types of rigging systems (single and double counter weight, hemp and sandbag, motorized, winch, truss, toll-drop, trip drop, dead-hung).	**Written** • Class Assignments • Professional Portfolio **Performance** • Presentations • Project • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,2,4,56,8,11,12 **Cluster Standards** AR 2 AC 6 **Pathway Standards** AC-DES 12,3,4,6,7,8	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** RST 1,2,4,7 WHST 2 **Math** **Science** **Theater Art** TH:Cr1.1HSII b TH:Cr2.1 HSII b TH:Cr2.1HSIII b TH:Cr3.1HSIII c

First Quarter-Level 3 Sample Driving Question: What determines design of scenery, costumes, lighting and audio effects? Project #1 and Project #2 (extended or broken into 5 sections)					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• How do motorized rigging systems function? • What are specific safety considerations around rigging? • In what ways does technology assist with efficiency, precision and effectiveness? • What does implementation of a plan for scenery and props look like?	• Compare and contrast traditional rigging systems with motorized systems. • Demonstrate safety precautions and inspections for rigging systems. • Demonstrate maintenance of rigging system. • Demonstrate safe and proper use of rigging system. • Demonstrate use of laser cutters for precise shaping. • Demonstrate use of computer numerical control machines (CNC) for preciseness. • Demonstrate use of 3D printer to create set dressing or props. • Demonstrate basic repair and care of tools and machines. • Produce the conceptual design for scenic production from the script analysis experience. • Create props or set dressing for one scene according to plan from the script analysis. • Create sets for one scene from the script analysis.			

Second Quarter- Level 3 Sample Driving Question: What determines design of scenery, costumes, lighting and audio effects? Project #2 (extended or broken into 5 sections)					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• What are post-secondary requirements for career(s) of interests? • What colleges offer the degree or training of interest? • What colleges or additional training is of interest to me?	• Identify post-secondary requirements for careers under consideration. • Investigate post-secondary education, training, employment and certification related to career of interest. • Investigate where and what institutes of higher education have relevant degree programs. • Compare and contrast post-secondary degree programs. • Compare and contrast employment options. • Summarize impressions from job sites and college visits.	**Written** • Research • Class Assignments • Self-Assessment • Career Coaching Self-Assessment • Job Shadow Reflection • Professional Portfolio **Performance** • College and/or job-site visits • Teacher Observation/Checklist • Presentations	**Career Ready Practices** CRP 4,7,10 **Cluster Standards** AR 1,5 **Pathway Standards** NA	**ELA** 11-12 R 1 11-12 W 2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 2 WHST 2,4,5,6,7 **Math** **Science** **Theater Art** NA
Personal Health and Safety	• How do I protect myself and others from physical harm? • How can I support the physical and mental well-being of self and others? • What does it mean to take responsibility and leadership for maintaining safe environment? • How do I obtain OSHA 10-hour certification?	• Inspect and maintain a safe working environment. • Demonstrate use of resources and actions to support physical and mental well being of self and others. • Pursue OSHA 10 certification.	**Written** • Professional Portfolio **Performance** • Presentations • OSHA 10 Hour Certification • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA
Lighting Design and Systems	• How can technology and software be used to design lighting? • How is a lighting plan documented? • What is the difference between soft patch and hard patch? • How can projection be incorporated into lighting design? • How can specific special effects be created? • How is moving light different from static lighting?	• Generate a lighting design to include dynamic lighting using computer aided drafting and design (CADD). • Compare and contrast documentation such as light plot, magic sheet, channel hookup. • Demonstrate techniques for patching. • Demonstrate use of Digital Multiplex (DMX). • Demonstrate projection mapping. • Demonstrate integration of basic digital media with projection media. • Demonstrate creation of special effects (e.g. water, snow, waves, fire). • Differentiate the use of moving lights such as side lights from static lighting. • Demonstrate use of moving lights. • Demonstrate how to mount and install equipment.	**Written** • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Project • Teacher Observation Checklist	**Career Ready Practices** CRP 1,2,4,5,6,8,11,12 **Cluster Standards** AR 1 **Pathway Standards** AR-AV 2,3,4 AR-PRF 7,8	**ELA** 11-12 R 1 11-12 W 2,5 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 7,9 WHST 2,3,4 **Math** **Science** **Theater Art** TH:Cr1.1HSII b TH:Cr2.1 HSII b TH:Cr2.1HSIII b TH:Cr3.1HSIII c

Second Quarter- Level 3 Sample Driving Question: What determines design of scenery, costumes, lighting and audio effects? Project #2 (extended or broken into 5 sections)					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• When is dynamic or moving light used? • How is equipment installed safely? • What information needs to be on a light plot and communicated for installation and implementation? • How does lighting enhance the performance and audience experience?	• Produce the conceptual design lighting from the script analysis experience including ground plan and section elevation of equipment positions. • Prepare plan for schedule and cue sheets. • Draft a plot for one scene from the script analysis. • Hang the plot designed. • Evaluate the impact of lighting on the scene. • Evaluate any troubleshooting that was needed.			
Wardrobe and Costume Design and Production	• How are wardrobe garments and costumes maintained? • How are wardrobe items and costumes repurposed for alternative use or different person? • How is fabric customized? • How are wigs and prosthetics used? • What are common ways to design a costume? • How does a design translate into an artifact? • What troubleshooting may be needed prior to or during a performance?	• Demonstrate repairs and maintenance of wardrobe garments. • Demonstrate repurposing of a costume or garment. • Demonstrate alterations of a costume. • Demonstrate dying of fabric. • Demonstrate digital printing of fabric (sublimation). • Explain use of digital/technological “costume changes.” • Explain the different types of wigs. • Demonstrate use and care of wigs. • Demonstrate use of prosthetics. • Sketch a costume design using basic design tools and techniques such as drawing, draping and flat pattern methods. • Identify required costume elements for character in script and chart requirements for each scene. • Create a costume aligned with scrip analysis for one character in one scene. • Develop makeup and any needed prosthetics for characher in one scene aligned with script analysis. • Demonstrate labeling and organization of costumes and accessories for performance. • Choreograph costume changes for a performance.	**Written** • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Project • Teacher Observation Checklist	**Career Ready Practices** CRP 1,2,4,5,6,8,11,12 **Cluster Standards** AR 1,6 **Pathway Standards** AR-PRF 7,8 AR-VIS 3	**ELA** 11-12 R1,3,6 11-12 W 2,5 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 2,3 WHST 4 **Math** **Science** **Theater Art** TH:Cr1.1HSII b TH:Cr2.1HSII b TH:Cr2.1HSIII b TH:Cr3.1HSIII c

Third Quarter: Level 3 Driving Question: What determines design of scenery, costumes, lighting and audio effects? Project #2 (extended or broken into 5 sections)					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• How are post-secondary opportunities funded? • What colleges or additional training is of interest to me?	• Create a fiscal plan for post-secondary opportunities. • Investigate funding for post-secondary training and education. • Summarize impressions from job sites and college visits.	**Written** • Career Coaching Self-Assessment • Job Shadow Reflection • Class Assignments • Summary of college visits • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 1,3,4,10 **Cluster Standards** AR 1,5 **Pathway Standards** NA	**ELA** 11-12 W 3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** WHST 4 **Math** **Science** **Theater Art** NA
Personal Health and Safety	• How do I protect myself and others from physical harm? • How can I support physical and mental well-being of self and others? • What does it mean to take responsibility and leadership for maintaining safe environment? • How do I obtain OSHA 10-hour certification?	• Inspect and maintain a safe working environment. • Demonstrate use of resources and actions to support physical and mental well-being of self and others. • Pursue OSHA 10 certification.	**Written** • Professional Portfolio **Performance** • Presentations • OSHA 10 Hour Certification • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA
Audio Design and Systems	• What are additional techniques for producing and mixing sound? • How are various channels and tracks utilized? • How are editing techniques used to achieve a quality product or performance? • How are live and recorded performances mixed, monitored and edited differently? • What are the differences between mixing a rock concert and a musical	• Demonstrate production of common sound effects (e.g., wind, rain thunder, door slam). • Demonstrate use of key technical audio production for effect such as panning, ducking, track doubling, retiming, and autotune. • Identify types of audio track such as instrumental track, master track, auxiliary track and global attributes track. • Demonstrate editing tools and transitions such as cut, trim and fade. • Demonstrate application of software for editing and mixing. • Compare and contrast recording and signal processing for bands, musical theater, orchestra.	**Written** • Class assignments • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Project • Teacher Observation Checklist	**Career Ready Practices** CRP 1,2,4,5,6,8,11,12 **Cluster Standards** AR 1 **Pathway Standards** AR-AV 2,3,4,6 AR-PRF 7,8	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** RST 1,2,3 WHST 1,2,4 **Math** **Science** **Theater Art** TH:Cr1.1HSII b TH:Cr2.1HSII b TH:Cr2.1HSIII b TH:Cr3.1HSIII c

Third Quarter: Level 3 Driving Question: What determines design of scenery, costumes, lighting and audio effects? Project #2 (extended or broken into 5 sections)					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	and a dance performance? • What are common formats for recording and sharing performances? • How does a venue impact sound design? • How is a sound plan developed and implemented? • What are procedures and protocols for trouble shooting?	• Explain varied delivery formats of recorded sound such as disc, broadcast, cellular, electronic and on-line delivery. • Demonstrate use of audio recording devices such as handheld recorder, USB interfaces, multiple-track devices, and digital audio workstations (DAW). • Explain and identify compression standards such as Waveform Audio, MP3, Codec and advanced audio coding. • Explain digital sampling theory or methods to convert analog to digital format. • Demonstrate how to record or import various types of audio content such as audio files, MIDI data or automation. • Demonstrate live monitoring and mixing a performance. • Explain how type of performance impacts sound mixing and monitoring. • Explain how a venue impacts sound design and acoustics. • Design and document sound requirements for one scene from the script analysis experience. • Demonstrate implementation of developed sound design. • Demonstrate set-up of an operational sound reinforcement systems for coverage within a given venue including sound processing and special effects. • Demonstrate troubleshooting with equipment, connectors, power, etc.			
Introduction to Video Production	• How do different disciplines collaborate to produce an end product? • What is video production? • What basic equipment and editing tools are commonly used? • How are the lighting and audio systems equipment, techniques	• Explain the stages of the video production process. • Explain various roles in video production. • Identify basic equipment. • Demonstrate camera/recording device operation. • Demonstrate integration of audio systems. • Demonstrate integration of lighting systems. • Demonstrate effective use of visual effects and computer graphics. • Compare and contrast different file formats and data.	**Written** • Self-Assessment • Professional Portfolio **Performance** • Class Presentation and Assignments • Project • Teacher Observation Checklist	**Career Ready Practices** CRP #1,2,4,5,6,7,8,11,12 **Cluster Standards** AR 1 **Pathway Standards**	**ELA** 11-12 R 1,4 11-12 W 2,5 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 2,4,9 WHST 2 **Math** **Science** **Theater Art**

Third Quarter: Level 3 Driving Question: What determines design of scenery, costumes, lighting and audio effects? Project #2 (extended or broken into 5 sections)					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	and processes applied in video production? • How are performances presented for a virtual audience? • What are roles and careers in video production?	• Explain the purpose of editing. • Demonstrate use of current industry software for editing. • Demonstrate ability to livestream a performance. • Demonstrate ability to use software to combine together individual performances into one product. • Explore specific careers in videography editing for post-production. • Collaborate with fellow students in media technology and design to implement videography for a performance or a production.		AR-AV 1,2,3,4	TH:Cr1.1HSI b TH:CR1.1HSII b TH:CR1.1HSIII b TH:Pr5.1HSII b

Fourth Quarter-Level 3 Sample Driving Question: Why is collaboration necessary and integral for Music, Movie, and Theater Production? Project #3					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• How can I best present myself through resume, cover letters, portfolio and interviews? • What strand(s) of Music, Movie, and Theater Production do I wish to pursue through deeper learning and internship opportunities?	• Demonstrate interview skills: forming questions, answering questions with clear, concise communication. • Revise and update resume, cover letter format and portfolio. • Reflect on personal learning goals. • Synthesize learning experiences, talents, and interests to identify what strand of Music, Movie, and Theater Production is of interest for deeper learning.	**Written** • Career Coaching Self-Assessment • Job Shadow Reflection • Self-Assessment/Reflection • Draft Resume and Cover Letter Frame • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 1,4,10 **Cluster Standards** AR 1,5 **Pathway Standards**	**ELA** 11-12 W 2,3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 9 WHST 2,3,4,5,6,7 **Math** **Science** **Theater Art** TH:Cr2.1HSI b
Personal Health and Safety and Certifications	• How do I demonstrate my qualifications?	• Obtain OSHA 10-hour Certification. • Explore how to obtain OSHA for Entertainment Certification in future. • Obtain success with USITT BACKStage Exam.	**Written** • Professional Portfolio **Performance** • Presentations • Teacher/Mentor Observation Checklist • OSHA 10 Hour Certification • USITT BACKstage credential	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA
Management	• What are additional production management responsibilities not yet explored? • What is required prior to use of a venue? • What safety considerations are needed for varied venues? • How do union requirements impact practices? • What are front of house operations? • How is a performance promoted? • How can the audiences' experience be enhanced?	• Explain contracts to secure use of a venue. • Describe regulations (safety, legal and local policies) regarding use of a venue. • Develop crowd management, emergency evacuation, accessibly for different venues-including indoor and outdoor. • Explain regulations for union compliance. • Define front of the house operations. • Develop a marketing plan for a performance. • Develop news releases for a performance. • Develop a social media campaign for a performance. • Describe development of patron loyalty program. • Develop a system to manage ticket sales. • Identify typical components of a program for a performance (cover, credits, production information, production notes, biographies, photo, contextual information).	**Written** • Project • Class Assignments • Self-Assessment • Professional Portfolio **Performance** • Class Presentation • Teacher Observation Checklist	**Career Ready Practices** CRP 1,2,4,5,6,8,11,12 **Cluster Standards** AR 1,2,3,4 **Pathway Standards** AR-AV 1,4 AR-PRF 1,8	**ELA** 11-12 R 1, 2 11-12 W 2,4,5 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 2,4 WHST 2,4,5,6,7 **Math** **Science** **Theater Art** TH:Cr1.1HSIII b

Fourth Quarter-Level 3 Sample Driving Question: Why is collaboration necessary and integral for Music, Movie, and Theater Production? Project #3					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• Why is a budget and schedule important for successful performance? • What policies and procedures need to be considered for safety of all? • How can a working environment be a safe and comfortable place for all? • How might the configuration of a space impact management decisions? • How does management coordinate all aspects and teams for a performance or production?	• Develop a program (printed or digital) that enhances audience experience. • Demonstrate how to prepare programs for printing or other means of distribution. • Demonstrate budget development for front of house operations for a performance. • Demonstrate scheduling and calendaring for front of house operations for a performance. • Demonstrate facility management for a performance. • Design procedures and protocols for audience and performer safety. • Demonstrate creation and maintenance of an inclusive environment. • Describe how different types of performance spaces e.g. proscenium stage, studio/black box, thrust stage, classroom, arena, found space impact management decisions. • Develop a comprehensive management plan demonstrating coordination of teams and tasks. • Implement management of a performance.			

STEAM High School
Music, Movie, and Theater Production Pathway
Course Syllabus
Level 4

Pathway Overview

Music, Movie, and Theater Production is a pathway that ties together fine arts and technical skills; a hybrid of art/design and engineering. Students will learn techniques used by industry professionals through a project-based approach to instruction which incorporates direct experiences with technical theater skills and professionals. Throughout all the varied aspects of Music, Movie, and Theater Production, a theme of team work illustrating how different professionals work collaboratively to achieve a high-quality professional performance is integral to instruction and application of skills. Key areas of instruction and experience include: elements of design; set design/dressing and construction; wardrobe and costume design and production; audio and lighting design and implementation; production, stage and front of house management; analysis of technical requirements. An internship and capstone project provides opportunity for direct experience implementing and synthesizing student knowledge and skills. Students will have the necessary skills, knowledge, and competence to successfully enter a variety of different careers in the planning and production of live or recorded performance, including virtual and other emerging entertainment technologies. These careers may occur in a variety of environments and venues such as theater, recording studio, theme parks and cruise lines. A sample of possible careers include: set design, set construction, lighting design and technician, audio technician, theater production manager, house manager, stage manager, stage carpenter, costume designer, prop manager, drapers, scenic artists. Students will be prepared to enter employment or post-secondary preparation upon completion of this pathway. Students will balance individual skills with group development skills including collaboration, communication, critical thinking, creativity, problem solving, perseverance, information literacy, technology skills, and digital literacy. They will develop awareness of motivating and supporting others including an awareness of diversity, ethical and professional practices. Students will have opportunity to pursue certifications including, but not limited to: power tool safety, laddering safety, OSHA 10-hour, and USITT BACKstage Exam demonstrating knowledge and work readiness for technical theater. At the conclusion of the four-year program students will be able to:

- Demonstrate professional protocols and best-practices as identified by employers.
- Develop essential skills and qualifications for employment through Project Based Learning and on job experience.
- Build relationships with industry professionals and local, regional and national employers.
- Demonstrate clear and concise communication, leadership, critical thinking, problem solving, perseverance, creativity and teamwork skills.
- Demonstrate an awareness of issues around diversity, professional ethics, and environmental responsibility.
- Demonstrate application of health and safety protocols to protect themselves and others.
- Demonstrate design and production skills.
- Determine elements required from script or a plan and constraints of venue and budget.
- Apply technical skills in scenery and prop construction, audio systems, lighting systems, wardrobe and costumes, and production, stage and front of house management.

Course Description

The final year focuses on application of student learning and experiences. Students are expected to have selected 1 (or 2) strands of Music, Movie, and Theater Production and to focus their learning within that strand. Students will pursue an internship of 10-20 weeks and an extended project to further their expertise in their selected area. It is anticipated that the extended project will encompass 5-20 weeks (fitting around an internship experience) and involves collaboration with other students and teams, not only in this pathway, but may include students from other pathways such as Robotics and Automation or Digital Technology and Design. The extended project is a capstone experience to highlight their skills and knowledge as they venture deeper and encounter advanced learning within the selected strand.

Intrinsic to project-based learning is to examine a driving question or identify a problem by articulating what is already known, and what students need to know to answer the question. Students are guided to develop and execute a plan culminating in a presentation or product demonstrating their response to the initial question or problem. This process concludes with self-reflection regarding their learning. As such, learning happens during completion of a project and not solely as a final activity to show learning. The extended project is intended to show complex levels of learning.

Work-Based Learning

Students will be connected with local and national professionals throughout their learning experiences especially as they complete project-based learning experiences. These professional connections may include interviews, field trips to local

businesses, virtual field trips to locations presenting their learning and work samples to professionals, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience in an internship experience prior to completion of the program. Students will create and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the project that they are involved in. Some examples for this pathway include, but are not limited to:
    - Power tool safety
    - Laddering safety
    - OSHA 10- hour
    - USITT BACKstage Exam
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

Music, Movie, and Theater Production Level 1
Entertainment Enginnering Level 2
Music, Movie, and Theater Production Level 3

Course Objectives

Upon completion of this course students will know and be able to:

- Identify strand of Music, Movie, and Theater Production that is of interest to them and describe post-secondary training and employment opportunities.
- Submit applications and related material for post-secondary study or employment.
- Present themselves thorough resumes, cover letters, portfolios and interviews.
- Demonstrate traits of professionalism such as time management, leadership, critical thinking, problem solving, communication, teamwork.
- Demonstrate awareness of and support for diversity within the work environment.
- Demonstrate basic knowledge of all strands of Music, Movie, and Theater Production.
- Demonstrate deeper knowledge of at least one strand of Music, Movie, and Theater Production.
- Demonstrate competence to design and plan elements and implement production of said element within at least one strand of Music, Movie, and Theater Production.
- Demonstrate compliance with safety protocols.
- Comply with intellectual property rights rules and laws.
- Evaluate impact on audience experience.

Integrated High School Academics

I CTE Integrated ELA Credit

Concurrent College Enrollment

TBD

Equipment and Supplies

- **School will provide:** All tools including technology, equipment and supplies to complete projects
- **Student will provide:** N/A

Textbook

TBD

Grading

10% Classwork assignments
10% Journal or self-reflection assignments
80% Projects and presentations, (rubric)

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.
- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 and other identified technology hardware and software for preparing and sharing all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Sample Driving Question/ Project	Units of Study
1	**How do past contributions impact current practices? Project #1**	• Career Development and Employability • Health and Safety • Preparing and Applying for Internship • Digging Deeper into One Strand: Contributions and Inspiration
2	**How are discrete skills and components integrated for a successful performance or product? Project #2**	• Career Development and Employability • Health and Safety • Internship or • Extended Project
3	**How are discrete skills and components integrated for a successful performance or product? Project #2**	• Career Development and Employability • Health and Safety • Internship or • Extended Project
4	**How will I apply my skills and knowledge? Complete Project #2 as needed**	• Career Development and Employability • Health and Safety • Synthesis and Evaluation of Internship and Extended Project • From an Informed Audience Perspective: Evaluate Impact

STEAM High School
Music, Movie, and Theater Production Pathway
Scope and Sequence
Level 4

First Quarter- Level 4 Sample Driving Question: How do past contributions impact current practices? Project #1					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• What is required for post-secondary applications? • How are applications completed and submitted for post-secondary education and training?	• Compile information requested in college and/or employment applications. • Draft a college entrance essay. • Request relevant references.	**Written** • Career Coaching Self-Assessment • Job Shadow Reflection • Professional Portfolio • Class Assignments **Performance** • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,3,4,10 **Cluster Standards** AR 1,5 **Pathway Standards** NA	**ELA** 11-12 W 3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 2 WHST 2,3,4 **Math** **Science** **Theater Art** NA
Personal Health and Safety	• How do I protect myself and others from physical harm? • How can I support physical and mental health for myself and others?	• Demonstrate compliance with safety protocols. • Demonstrate safe movement and lifting among other healthy practices. • Demonstrate stress mitigation and mental health first aid.	**Written** • Class Assignments **Performance** • Teacher Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA
Preparing and Applying for Internship	• How is an internship located and applied to? • How does an employee convey professionalism in the workplace? • Why are internships necessary? • How does an internship experience contribute to a professional portfolio?	• Apply job search techniques to seek out, evaluate and obtain internship opportunities. • Communicate with industry/potential employers through the internship experience. • Explain the importance of professionalism and ethics in the workplace. • Communicate effectively both verbally and in writing.	**Written** • Self- Reflection • Class Assignments **Performance** • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,4,7,10,12 **Cluster Standards** AR 5 **Pathway Standards** AR-PRF 8	**ELA** 11-12 W 3,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** WHST 2,3,4,5 **Math** **Science** **Theater Art** NA

First Quarter- Level 4 Sample Driving Question: How do past contributions impact current practices? Project #1					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
		• Explain the importance of being prompt, being able to take directions and being motivated to accomplish assigned tasks. • Document experiences and work samples.			
Digging Deeper into a strand of interest: contributions and inspiration	• What is the strand of Music, Movie, and Theater Production I am most interested in pursuing for a career? • What is the historical evolution of the strand of interest? • Who is a person of note or who has contributed to the field of my interest? • What are their contributions? • What impact did they have on the field? • What might I learn from their prior work? • How do they inspire me?	• Articulate which strand of Music, Movie, and Theater Production is of interest for a career. • Summarize the evolution of that field. • Identify a person of note in the strand of Music, Movie, and Theater Production you are most interested in. • Summarize their impact on the field, challenges and contributions. • Analyze how their contributions impact current practices. • Relate their work to your goals.	**Written** • Project • Self-Assessment • Class Assignments **Performance** • Teacher Observation Checklist • Oral and written presentation	**Career Ready Practices** CRP 1,4,10	**ELA** 11-12 R 1,2,3,4,5,6,7 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards AR 5	**Literacy** RST 2,3,5,6,8,9 WHST 2,4,5,6,7
					Math
					Science
				Pathway Standards AR-PRF 8	**Theater Art** TH:Cn11.2HSI a

Second Quarter-Level 4 Sample Driving Question: How are discrete skills and components integrated for a successful performance or product Project # 2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• How do I demonstrate readiness for future employment? • What is the importance of good communication? • What does it mean to be a professional? • What is the role of an employee in Music, Movie, and Theater Production field? • What is the importance of critical thinking to solving problems? • What is the importance of teamwork? • What are some important social issues of concern in the workplace	• Describe what employers seek in an employee. • Discuss professional standards and employability skills for roles within Music, Movie, and Theater Production. • Describe the communication process, the importance of listening and speaking skills and their relationship to job performance. • Describe the importance of good reading and writing skills and their relationship to job performance. • Present written and oral communication in a clear, concise, and effective manner, including explaining and justifying actions. • Discuss professional standards and employability skills. • Explain the importance of critical thinking and how to solve problems. • Describe and demonstrate how to work in a team environment and how to be an effective leader. • Explain how to resolve conflicts with co-workers and supervisors. • Explain how to give and receive constructive criticism. • Demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results. • Demonstrate punctuality, dependability, reliability, and	**Written** • Self- Reflection • Class Assignments • Portfolio • Letters of Recommendation • Examples of Work • Examples of Written Reflections **Performance** • Teacher/Mentor Observation Checklist • Class Presentation	**Career Ready Practices** CRP 1,4,10 **Cluster Standards** AR 5 **Pathway Standards** AR-PRF 8	**ELA** 11-12 W 2,3,5 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** WHST 2,4 **Math** **Science** **Theater Art** TH: Cr2.1HSII b

Second Quarter-Level 4 Sample Driving Question: How are discrete skills and components integrated for a successful performance or product Project # 2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
		responsibility in performing assigned tasks as directed. • Identify and describe various social issues of concern in the workplace.			
Personal Health and Safety	• How do I protect myself and others from physical harm? • How can I support physical health for myself and others? • How can I support mental health for myself and others?	• Demonstrate compliance with safety protocols. • Demonstrate safe movement and lifting among other healthy practices. • Demonstrate stress mitigation and mental health first aid.	**Written** • Class Assignments **Performance** • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA
Internship: 10-20 weeks	• How do I function as a professional? • How do I apply skills in a real-world environment? • In what ways, are practices and procedures different in an internship setting from the classroom/lab setting? • What can I learn from professionals as they practice their craft? • What are areas of improvement and challenge during the internship experience?	• Complete a 10–20 week internship with local employer within the field of Music, Movie, and Theater Production. • Communicate with industry/potential employers through the internship experience. • Apply learned knowledge and skills to workplace situations. • Explain the importance of professionalism and ethics in the workplace. • Comply with workplace policies and regulations. • Communicate effectively both verbally and in writing. • Demonstrate the importance of being prompt, being able to take directions and being motivated to accomplish assigned tasks. • Analyze and resolve problems that arise in completing assigned tasks	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,2,3,4,5,6,7,8,9,11,12 **Cluster Standards** AR 5 **Pathway Standards** AR-PRF 8	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** WHST 4 **Math** **Science** **Theater Art** TH:Cr1.1HSIII a TH:Cr1.1HSIII b TH:Cr2.1HSIII a TH:Cr2.1HSIII b TH:Cr2.1HSIII c TH:Cr3.1HSIII a TH:Cr3.1HSIII c TH.Pr5.1HSII b TH.Pr5.1HSII c TH.Pr6.1HSII a TH:Re8.1HSII a TH:Re8.1HSIII a TH:Cn10.1 HSIII a

Second Quarter-Level 4 Sample Driving Question: How are discrete skills and components integrated for a successful performance or product Project # 2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Extended Project within one strand of Music, Movie, and Theater Production • Minimum 5-20 weeks	• How do I design, develop and evaluate from concept to implementation all aspects for a performance (live or recorded) within a strand of Music, Movie, and Theater Production? • How does script analysis or analysis of requirements impact design? • What are critical elements to consider for design? • How is the design documented and communicated? • At what points, do I need to consult with other teams/roles? • How do I obtain any permissions, license, equipment, etc.? • How do I determine what materials, techniques and adjustments are needed? • How do I construct or implement a design? • How do I test or adjust a design? • How do I monitor, troubleshoot or repair as needed? • How do I take into consideration feedback or suggestions? • How do I demonstrate professionalism with other team members? • How do I demonstrate good communication? • How do I demonstrate implementation of all pertinent safely protocols? • How do I synthesis all aspects into a performance? • How do I evaluate a design and implementation? • What would I do differently? • What contributed to success of a performance or product?	• Analyze script for components and context. • Research production context (e.g. time period, location, weather). • Create model, rendering, plot, drawing or plan to convey design. • Collaborate with other team members or artistic teams to reinforce production concept. • Analyze performance context, venue, and other factors to determine what materials and techniques are most effective. • Collaborate to integrate scenic design, costumes, lighting and sound, etc. with production goals and budget. • Analyze design and plan to consider the audiences' experience. • Evaluate design and plan for safety for audience and performers. • Communication effectively with others involved in production. • Meet deadlines according to schedule. • Complete all preproduction responsibilities. • Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and production, stage or front of house management. • Evaluate effectiveness during preliminary and technical rehearsals and make revisions.	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist • Successful execution of design or plan according to role and responsibilities for extended project.	**Career Ready Practices** CRP 1,2,3,4,5,6,7,8,9,11,12 **Cluster Standards** AR 1,2,3,4,5 ST 1,2,3,5,6 **Pathway Standards** AR-AV 2,3,4, AR-PRF 7,8 ST-ET 1,2,3,4,5,6	**ELA** 11-12 R 1,2,3,4,5,6 11-12 W 1,2, 4 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 5 WHST 3,4,5,6,7 **Math** **Science** **Theater Art** TH:Cr1.1HSIII a TH:Cr1.1HSIII b TH:Cr2.1HSIII a TH:Cr2.1HSIII b TH:Cr2.1HSIII c TH:Cr3.1HSIII a TH:Cr3.1HSIII c TH.Pr5.1HSII b TH.Pr5.1HSII c TH.Pr6.1HSII a TH:Re8.1HSII a TH:Re8.1HSIII a TH:Cn10.1 HSIII a

Second Quarter-Level 4 Sample Driving Question: How are discrete skills and components integrated for a successful performance or product Project # 2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment** **Evidence of Learning**	**CCTC Standards**	**NYS Standards**
		• Develop and implement contingency plans for any actor mistakes or mechanical failure. • Safely set-up and implement plan during performance. • Complete any during production responsibilities. • Safely strike set and equipment • Document for production book. • Inventory, repair, clean and store equipment and materials. • Complete any post production editing and responsibilities. • Evaluate the design or plan. implementation and closing. • Evaluate learning and actions. • Synthesize learning for future endeavors.			

Third Quarter-Level 4 Sample Driving Question: How are discrete skills and components integrated for a successful performance or product? Project #2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• How do I finance any post-secondary education and training? • How do I start to seek any relevant post-secondary employment?	• Complete FASFA and other applications for funding for post-secondary opportunities. • Seek employment opportunities as relevant for post-secondary.	**Written** • Self- Reflection • Class Assignments • Portfolio • Letters of Recommendation • Examples of Work • Examples of Written Reflections **Performance** • Teacher/Mentor Observation Checklist • Class Presentation	**Career Ready Practices** CRP 4,10 **Cluster Standards** AR 1,5 **Pathway Standards** NA	**ELA** 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 1,4 WHST 4 **Math** **Science** **Theater Art** NA
Personal Health and Safety	• How do I protect myself and others from physical harm? • How can I support physical health for myself and others? • How can I support mental health for myself and others?	• Demonstrate compliance with safety protocols. • Demonstrate safe movement and lifting among other healthy practices. • Demonstrate stress mitigation and mental health first aid.	**Written** • Class Assignments **Performance** • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA
Internship: 10-20 weeks	• How do I function as a professional? • How do I apply skills in a real-world environment? • In what ways, are practices and procedures different in an internship setting from the classroom/lab setting? • What can I learn from professionals as they practice their craft? • What are areas of improvement and challenge during the internship experience?	• Complete a 10-20 week internship with local employer within the field of Music, Movie, and Theater Production. • Communicate with industry/potential employers through the internship experience. • Apply learned knowledge and skills to workplace situations. • Explain the importance of professionalism and ethics in the workplace. • Comply with workplace policies and regulations. • Communicate effectively both verbally and in writing. • Demonstrate the importance of being prompt, being able to	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 1,2,3,4,5,6,7,8,9,11,12 **Cluster Standards** AR 5 **Pathway Standards** AR-AV 8	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** WHST 4 **Math** **Science** **Theater Art** TH:Cr1.1HSIII a TH:Cr1.1HSIII b TH:Cr2.1HSIII a TH:Cr2.1HSIII b TH:Cr2.1HSIII c TH:Cr3.1HSIII a TH:Cr3.1HSIII c TH.Pr5.1HSII b TH.Pr5.1HSII c TH.Pr6.1HSII a TH:Re8.1HSII a

Third Quarter-Level 4 Sample Driving Question: How are discrete skills and components integrated for a successful performance or product? Project #2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
		take directions and being motivated to accomplish assigned tasks. • Analyze and resolve problems that arise in completing assigned tasks.			TH:Re8.1HSIII a TH:Cn10.1 HSIII a
Extended Project within one strand of Music, Movie, and Theater Production • Minimum 5-20 weeks	• How do I design, develop and evaluate from concept to implementation all aspects for a performance (live or recorded) within a strand of Music, Movie, and Theater Production? • How does script analysis or analysis of requirements impact design? • What are critical elements to consider for design? • How is the design documented and communicated? • At what points, do I need to consult with other teams/roles? • How do I obtain any permissions, license, equipment, etc.? • How do I determine what materials, techniques and adjustments are needed? • How do I construct or implement a design? • How do I test or adjust a design? • How do I monitor, troubleshoot or repair as needed? • How do I take into consideration feedback or suggestions? • How do I demonstrate professionalism with other team members? • How do I demonstrate good communication? • How do I demonstrate implementation of all pertinent safely protocols? • How do I synthesis all aspects into a performance? • How do I evaluate a design and implementation?	• Analyze script for components and context. • Research production context (e.g. time period, location, weather). • Create model, rendering, plot, drawing or plan to convey design. • Collaborate with other team members or artistic teams to reinforce production concept. • Analyze performance context, venue, and other factors to determine what materials and techniques are most effective. • Collaborate to integrate scenic design, costumes, lighting and sound etc. with production goals and budget. • Analyze design and plan to consider the audiences' experience. • Evaluate design and plan for safety for audience and performers. • Communication effectively with others involved in production. • Meet deadlines according to schedule. • Complete all preproduction responsibilities. • Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist • Successful execution of design or plan according to role and responsibilities for extended project	**Career Ready Practices** CRP 1,2,3,4,5,6,7,8,9,11,12 **Cluster Standards** AR 1,2,3,4,5 ST 1,2,3,5,6 **Pathway Standards** AR-AV 2,3,4, AR-PRF 7,8 ST-ET 1,2,3,4,5,6	**ELA** 11-12 R 1,2,3,4,5,6 11-12 W 1,2, 4 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 5 WHST 3,4,5,6,7 **Math** **Science** **Theater Art** TH:Cr1.1HSIII a TH:Cr1.1HSIII b TH:Cr2.1HSIII a TH:Cr2.1HSIII b TH:Cr2.1HSIII c TH:Cr3.1HSIII a TH:Cr3.1HSIII c TH.Pr5.1HSII b TH.Pr5.1HSII c TH.Pr6.1HSII a TH:Re8.1HSII a TH:Re8.1HSIII a TH:Cn10.1 HSIII a

Third Quarter-Level 4 Sample Driving Question: How are discrete skills and components integrated for a successful performance or product? Project #2					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment** **Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• What would I do differently? • What contributed to success of a performance or product?	production, stage or front of house management. • Evaluate effectiveness during preliminary and technical rehearsals and make revisions. • Develop and implement contingency plans for any actor mistakes or mechanical failure. • Safely set-up and implement plan during performance. • Complete any during production responsibilities. • Safely strike set and equipment. • Document for production book. • Inventory, repair, clean and store equipment and materials. • Complete any post production editing and responsibilities. • Evaluate the design or plan. implementation and closing. • Evaluate your learning and actions. • Synthesize learning for future endeavors.			

Fourth Quarter-Level 4 Sample Driving Question: How will I apply my skills and knowledge? Project # 2 Completed as needed					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
Career Development and Employability	• What decisions do I need to make regarding post-secondary plans? • How do I demonstrate my readiness for employment and/or further study?	• Seek employment opportunities as relevant for post-secondary. • Select college as relevant and complete final documents for acceptance. • Clean as needed, social media presence. • Update resumes and cover letter/letter of interest with work and educational experiences, certifications and work samples. • Update portfolio. • Identify application process for relevant union. • Demonstrate professional standards including oral and written communication, leadership, teamwork appreciation for diversity, conflict management, customers service, work ethic, and adaptability.	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 4,10,12 **Cluster Standards** AR 5 **Pathway Standards** NA	**ELA** 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** RST 1,4 WHST 4 **Math** **Science** **Theater Art** NA
Personal Health and Safety	• How do I protect myself and others from physical harm? • How can I support physical health for myself and others? • How can I support mental health for myself and others?	• Demonstrate compliance with safety protocols. • Demonstrate safe movement and lifting among other healthy practices. • Demonstrate stress mitigation and mental health first aid.	**Written** • Class Assignments **Performance** • Teacher Observation Checklist	**Career Ready Practices** CRP 1,3,4 **Cluster Standards** AR 2,3 **Pathway Standards** NA	**ELA** 11-12 SL 1,2,3,4,5,6 **Literacy** RST 1,4 **Math** **Science** **Theater Art** NA
Internship: Synthesis and Evaluation	• How do I function as a professional? • How do I apply skills? • In what ways, are practices and procedures different in an internship setting from the classroom/lab setting? • What can I learn from professionals as they practice their craft? • What are areas of improvement and challenge during the internship experience?	• Synthesize and summarize learning from internship experience. • Evaluate learning from internship experience.	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist	**Career Ready Practices** CRP 10 **Cluster Standards** AR 5 **Pathway Standards** NA	**ELA** 11-12 W 2,3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6 **Literacy** WHST 2,3,4 **Math** **Science** **Theater Art** TH:Pr5.1HSIIIb

Fourth Quarter-Level 4 Sample Driving Question: How will I apply my skills and knowledge? Project # 2 Completed as needed					
Unit	**Key Questions**	**Key Learning Targets** **(Students will know and be able to:)**	**Assessment Evidence of Learning**	**CCTC Standards**	**NYS Standards**
	• How did the internship influence my thinking about future career goals?				Th:Pr6.1HSIIIa TH:Re8.1HSIIIa TH:Re9.1HSIIc TH:Cn11.2HSIIIa
Extended Project within one strand	• What did I learn from my project? • What would I do differently? • What contributed to success? • How effective was my design or plan? • How effective was my implementation? • How effective was my set-up procedures? • How effective was my integration with other crew procedures or performers? • How effective was my striking or wrap up procedures? • How did I solve any problems and what might be alternative solutions?	• Synthesize and summarize learning from extended project experience. • Evaluate learning from extended learning experience.	**Written** • Self- Reflection • Journal **Performance** • Teacher/Mentor Observation Checklist • Successful execution of design or plan according to role and responsibilities for extended project	**Career Ready Practices** CRP 10	**ELA** 11-12 W 2,3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards AR 3,5,	**Literacy** WHST 2,3,4
					Math
					Science
				Pathway Standards AR-PRF 8	**Theater Art** TH:Pr5.1HSIII b Th:Pr6.1HSIII a TH:Re8.1HSIII a TH:Re9.1HSII c TH:Cn11.2HSIII a
From an informed audience perspective: evaluate impact	• How can I apply my experience and knowledge to evaluate examples of Music, Movie, and Theater Production?	• Critique effectiveness of strands of Music, Movie, and Theater Production given a sample performance. • Articulate what was effective. • Articulate what might have enhanced the experience. • Draft a design that would implement suggested revisions. • Evaluate the impact the suggested revisions may have. • Critique how the elements of theatre are integrated to enhance overall audience perception and aesthetic response.	**Written** • Reflection **Performance** • Presentation	**Career Ready Practices** CRP 1,2,4,8	**ELA** 11-12 W 1,2 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,5,6
				Cluster Standards AR 1	**Literacy** RST 3,4,8 WHST 1,4
					Math
					Science
				Pathway Standards AR-PFR 1,7,8	**Theater Art** TH:Re7.1HSIII a TH:Re9.1HSIII a TH:Re9.1HSII c TH:Cn11.2HSIII a

CCTC: Common Career and Technical Core
Career Ready Practices

1	**Act as a responsible and contributing citizen and employee.**
2	**Apply appropriate academic and technical skills.**
3	**Attend to personal health and financial well-being.**
4	**Communicate clearly and effectively and with reason.**
5	**Consider the environmental, social, and economic impacts of decisions.**
6	**Demonstrate creativity and innovation.**
7	**Employ valid and reliable research strategies.**
8	**Utilize critical thinking to make sense of problems and persevere in solving them.**
9	**Model integrity, ethical leadership, and effective management.**
10	**Plan education and career paths aligned to personal goals.**
11	**Use technology to enhance productivity.**
12	**Work productively in teams while using cultural global competence.**

Full text: CareerReadyPractices-FINAL.pdf (careertech.org)

CCTC: Common Career and Technical Core
Career Cluster and Pathway Standards for Arts, AV Technology and Communications

Area	Number	Standard
Career Cluster: **Arts, AV Technology and Communications**	**AR 1**	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology and Communications Career Cluster.
	AR 2	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
	AR 3	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
	AR 4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
	AR 5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology and Communications Career Pathways.
	AR 6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology and Communications Career Cluster.
Career Pathway: **AV Technology and Film Career**	**AR-AV 1**	Describe the history, terminology, occupations, and value of audio, video and film technology.
	AR-AV 2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
	AR-AV 3	Demonstrate technical support skills for audio, video and film productions.
	AR-AV 4	Demonstrate technical support skills for audio, video and film productions.
Career Pathway: **Performing Arts**	**AR-PRF 1**	Describe the scope of the Performing Arts Career Pathway and the roles of various individual and business principles.
	AR-PRF 2	Demonstrate the fundamental elements, techniques, principles and processes for various dance styles and traditions in the pathway.
	AR-PRF 3	Demonstrate vocal and/or instrumental performances that include a varied repertoire of music representing diverse styles, cultures, and historical periods.
	AR-PRF 4	Demonstrate knowledge of music theory by including fundamental themes and patterns in the art form,
	AR-PRF 5	Explain key issues affecting the creation of characters, acting skills, and individual roles for the presentation of a performing arts production.
	AR-PRF 6	Create stage, film, television or electronic media scripts in a variety of traditional and current format.
	AR-PRF 7	Describe how technology and technical support enhances productions.
	AR-PRF 8	Analyze all facets of stage and production management.
Career Pathway: **Visual Arts**	**AR-VIS 1**	Describe the history and evolution of the visual arts and it s role in and impact on society.
	AR-VIS 2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
	AR-VIS 3	Analyze and create two- and three-dimensional art forms using various media.

CCTC: Common Career and Technical Core
Career Cluster and Pathway Standards for Science, Technology, Engineering and Mathematics

Area	Number	Standard
Career Cluster: Science, Technology, Engineering and Mathematics	**ST 1**	Apply engineering skills in a project that requires project management, process control and quality assurance.
	ST 2	Use technology to acquire, manipulate, analyze and report data.
	ST 3	Describe and follow safety, health practices when developing plans, projects, processes or solving complex problems.
	ST 4	Understand the nature and scope of the Science, Technology, Engineering and Mathematics Career Cluster and the role of STEM in society and the economy.
	ST 5	Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of Science, Technology, Engineering and Mathematics Career Pathways.
	ST 6	Demonstrate technical skills needed in a chosen STEM field.
Career Pathway: Engineering and Technology	**ST-ET 1**	Use STEM concepts and processes to solve problems involving design or production.
	ST-ET 2	Display and communicate STEM information.
	ST-ET 3	Apply processes and concepts for the use of technological tools in STEM.
	ST-ET 4	Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.
	ST-ET 5	Apply the elements of the design process.
	ST-ET 6	Apply the knowledge learned in STEM to solve problems.

CCTC: Common Career and Technical Core
Career Cluster and Pathway Standards for Architecture and Construction

Area	Number	Standard
Career Cluster: **Architecture and Construction**	**AC 1**	Use vocabulary, symbols, and formulas commonly used in design and construction.
	AC 2	Use architecture and construction skills to create and manage a project
	AC 3	Comply with regulations and applicable codes to establish and manage a legal and safe workplace/jobsite
	AC 4	Understand the nature and scope of the Architecture & Construction Cluster and the role architecture and construction play in society and the economy
	AC 5	Understand the roles and responsibilities among trades and professions including labor/management relationships
	AC 6	Read, interpret, and use technical drawings, documents and specifications to plan a project
	AC 7	Evaluate a wide range of career pathway opportunities for success in architecture and construction careers.
Career Pathway: **Design/Pre-Construction Pathway**	**AC-DES 1**	Justify design solutions through the use of research documentation and analysis of data.
	AC-DES 2	Use effective communication skills and strategies (listening, speaking, reading, writing, and graphic communications) to work with clients and colleagues.
	AC-DES 3	Understand the integral systems that impact the design of buildings and structures.
	AC-DES 4	Apply building code, laws, and rules in the design and construction of projects.
	AC-DES 5	Identify the diversity of needs, values, and social patterns in project design, including accessibility standards, to appropriately meet client needs.
	AC-DES 6	Apply the techniques and skills of modern drafting, design, engineering, and construction to projects.
	AC-DES 7	Employ appropriate representational media to communicate concepts and design.
	AC-DES 8	Apply principles, conventions, standards, applications, and restrictions pertaining to the selection and use of construction materials, components and assemblies for project design.

Full text for: Arts, AV Technology and Communications Career Cluster and Pathways AR-CCTC-PerformanceElements.pdf (careertech.org)
Science, Technology, Engineering & Mathematics Career Cluster and Pathways ST-CCTC_PerformanceElements.pdf (careertech.org)
Architecture and Construction Career Cluster and Pathways AC-CCTC_PerformanceElements.pdf (careertech.org)

NYS Standards for Arts: Theater

Anchor Standard 1	HS Proficient	HS Accomplished	HS Advanced

Generate and conceptualize artistic ideas and work.	**TH:Cr1.1.HSI**	**TH:Cr1.1.HSII**	**TH:Cr1.1.HSIII**
	a. Apply basic research to construct ideas about the visual composition of a drama or theater work.	a . Investigate historical and cultural conventions and their effect on the visual composition of a drama or theater work.	a Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama or theater work.
	b. Explore the effect of technology on design choices.	b. Understand and apply technology to design solutions for a drama or theater work.	b. Create a complete design for a drama or theater work that incorporates technical elements.
	c. Use script analysis to generate ideas about a character who is believable and authentic.	c. Use personal experiences and knowledge to develop a character who is believable and authentic.	c. Integrate cultural and historical contexts with personal experiences to create a character who is believable and authentic.
Anchor Standard 2 Organize and develop artistic ideas and work.	**HS Proficient TH:Cr2.1.HSI**	**HS Accomplished TH:Cr2.1.HSII**	**HS Advanced TH:Cr2.1.HSIII**
	a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas.	a**.** Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences applied to a drama or theater work.	a. Develop and synthesize original ideas in a drama or theater work, utilizing critical analysis, historical and cultural context, research, and global theater traditions.
	b. Investigate the collaborative nature of the actor, director, playwright, and designers and explain how their roles can be interdependent.	b. Cooperate as a creative team to make interpretive choices.	b. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a devised or scripted drama or theater work.
Anchor Standard 3 Refine and complete artistic work.	**HS Proficient TH:Cr3.1.HSI**	**HS Accomplished TH:Cr3.1.HSII**	**HS Advanced TH:Cr3.1.HSIII**
	a. Use theatrical conventions to revise a devised or scripted drama or theater work.	a. Analyze the dramatic concept and technical design elements of a devised or scripted drama or theater work.	a. Refine the style, genre, form, and theatrical conventions of a devised or scripted work.
	b. Use physical and vocal choices to develop a performance that is believable, authentic, and relevant.	b. Use research and script analysis to revise physical and vocal choices to enhance the believability and relevance of a drama or theater work.	b. Synthesize research, script analysis, and context to create a performance that is believable, authentic, and relevant.
	c. Refine technical design choices to support the story of a devised or scripted drama or theater work.	c. Revise technical design choices during a rehearsal process to enhance the story and emotional impact of a devised or scripted work.	c. Apply technical proficiency to support the story and emotional effect of a devised or scripted drama or theater work.
Anchor Standard 4 Select, analyze, and interpret artistic work for presentation.	**HS Proficient TH:Pr4.1.HSI**	**HS Accomplished TH:Pr4.1.HSII**	**HS Advanced TH:Pr4.1.HSIII**
	a. Examine how character relationships affect telling a story.	a. Discover how unique choices shape believable and sustainable theatrical experiences.	a. Apply reliable theatrical research of directors' styles to form unique choices for a directorial concept.
	b. Shape character choices by using given circumstances in a drama or theater work.	b. Use theatrical research to determine choices that influence character.	b. Apply a variety of researched acting techniques as an approach to character choices.

Anchor Standard 5 Develop and refine artistic techniques and work for presentation.	**HS Proficient TH:Pr5.1.HSI**	**HS Accomplished TH:Pr5.1.HSII**	**HS Advanced TH:Pr5.1.HSIII**
	a. Apply various acting techniques to expand skills in a rehearsal.	a. Refine a range of acting skills to build a believable and sustainable performance.	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
	b. Use research to enhance a technical design.	b .Apply research of technical elements to create a design that communicates a theatrical concept.	b. Explain and justify the technical design used to communicate a theatrical concept.
Anchor Standard 6 Convey meaning through the presentation of artistic work.	**HS Proficient TH:Pr6.1.HSI**	**HS Accomplished TH:Pr6.1.HSII**	**HS Advanced TH:Pr6.1.HSIII**
	a. Perform a scripted drama or theater work for a specific audience.	a. Present a drama or theater work using creative processes that shape the production for a specific audience.	a. Demonstrate a critical awareness of the relationship between the production and its audience.
Anchor Standard 7 Perceive and analyze artistic work.	**HS Proficient TH:Re7.1.HSI**	**HS Accomplished TH:Re7.1.HSII**	**HS Advanced TH:Re7.1.HSIII**
	a. Respond to what is seen, felt, and heard in a drama or theater work to develop criteria for artistic choices.	a Explain how multiple interpretations of a drama or theater work can influence future artistic choices.	a. Use historical and cultural context to structure and justify personal responses to a drama or theater work.
Anchor Standard 8 Interpret meaning in artistic work.	**HS Proficient TH:Re8.1.HSI**	**HS Accomplished TH:Re8.1.HSII**	**HS Advanced TH:Re8.1.HSIII**
	a. Analyze the influence of personal experiences in theatrical work.	a. Provide evidence to support an interpretation of artistic choices.	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others.
	b. Justify personal aesthetics through theatrical experience.	b. Debate and distinguish multiple aesthetics through theatrical experience.	b. Gather evidence and explain aesthetics to create a context for critical research that informs artistic decisions.
Anchor Standard 9 Apply criteria to evaluate artistic work.	**HS Proficient TH:Re9.1.HSI**	**HS Accomplished TH:Re9.1.HSII**	**HS Advanced TH:Re9.1.HSIII**
	a. Examine a drama or theater work by using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	a. Analyze and assess a drama or theater work by connecting it to art forms, history, culture, and other disciplines, using supporting evidence and criteria.	a. Research and synthesize cultural and historical information related to a drama or theater work to support or evaluate artistic choices.
	b. Critique the aesthetics of technical elements in a drama or theater work.	b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work.	b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theater work.
	c. Consider the purpose of a drama or theater work in order to deepen understanding.	c. Assess how a drama or theater work communicates purpose to a specific audience.	c. Debate the connection between a drama or theater work and contemporary issues that may affect audiences.
Anchor Standard 10	**HS Proficient TH:Cn10.1.HSI**	**HS Accomplished TH:Cn10.1.HSII**	**HS Advanced TH:Cn10.1.HSIII**

Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	a. Investigate how cultural perspectives, community ideas and personal beliefs affect a drama or theater work.	a. Choose and interpret a drama or theater work to reflect or question personal beliefs.	a. Collaborate on a drama or theater work that examines a global issue, using personal, community, and cultural perspectives.
Anchor Standard 11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	**HS Proficient TH:Cn11.1.HSI**	**HS Accomplished TH:Cn11.1.HSII**	**HS Advanced TH:Cn11.1.HSIII**
	a. Explore how cultural, global, and historical belief systems affect creative choices in a drama or theater work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a crosscultural drama or theater work.	a. . Develop a drama or theater work that identifies and questions cultural, global, and historical belief systems.
	HS Proficient TH:Cn11.2.HSI	**HS Accomplished TH:Cn11.2.HSII**	**HS Advanced TH:Cn11.2.HSIII**
	a. Research how theater artists apply creative processes to tell stories.	a. . Use theater research to formulate creative choices for a devised or scripted drama or theater work.	a. Use an informed understanding to justify the creative choices made in a devised or scripted drama or theater work.
	b. Use basic theater research methods to better understand the social and cultural background of a drama or theater work.	b. Explore how personal beliefs and biases influence the interpretation of a drama or theater work.	b. Present and support an opinion about the social, cultural, and historical understandings of a drama or theater work, based on critical research.

NYS Theater At-A-Glance (nysed.gov)

New York State Standards for ELA and Literacy

NYS ELA Standards:

9th-10th Grade Reading Standards (Literary and Informational Text)

Key Ideas and Details	
9-10R1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)
9-10R2	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
9-10R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
Craft and Structure	
9-10R4	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, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
9-10R5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
9-10R6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)
Integration of Knowledge and Ideas	
9-10R7	Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL)
9-10R8	Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL)
9-10R9	Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

9th-10th Grade Writing Standards

Text Types and Purposes	
9-10W1	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9-10W1a	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
9-10W1b	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
9-10W1c	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
9-10W1d	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
9-10W1e	Provide a concluding statement or section that explains the significance of the argument presented.
9-10W1f	Maintain a style and tone appropriate to the writing task.
9-10W2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
9-10W2a	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
9-10W2b	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
9-10W2c	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
9-10W2d	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
9-10W2e	Provide a concluding statement or section that explains the significance of the information presented.
9-10W2f	Establish and maintain a style appropriate to the writing task.
9-10W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
9-10W3a	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
9-10W3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.

9-10W3c	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
9-10W3d	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
9-10W3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
9-10W4	Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.
9-10W5	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.
Research to Build and Present Knowledge	
9-10W6	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
9-10W7	Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.

9th-10th Grade Speaking and Listening

Comprehension and Collaboration	
9-10SL1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
9-10LS1a	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
9-10SL1b	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
9-10SL1c	Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
9-10SL1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
9-10SL2	Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.
9-10SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas	
9-10SL4	Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.
9-10SL5	Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
9-10SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

9th-10th Grade Language Standards

Conventions of Academic English	
Anchor L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.
Anchor L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*
Knowledge of Language	

9-10L3	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.
9-10L3a	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
Vocabulary Acquisition and Use	
9-10L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
9-10L4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
9-10L4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
9-10L4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
9-10L4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
9-10L5a	Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.
9-10L5b	Analyze nuances in the meaning of words with similar denotations.
9-10L6	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

11th-12th Grade Reading Standards (Literary and Informational Text)

Key Ideas and Details	
11-12R1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
11-12R2	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
11-12R3	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
Craft and Structure	
11-12R4	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, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
11-12R5	In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)
11-12R6	Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)
Integration of Knowledge and Ideas	
11-12R7	In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)
11-12R8	Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)
11-12R9	Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

11th-12th Grade Writing Standards

Text Types and Purposes	
11-12W1	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
11-12W1a	Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
11-12W1b	Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.
11-12W1c	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
11-12W1d	Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.
11-12W1e	Provide a concluding statement or section that explains the significance of the argument presented.
11-12W1f	Maintain a style and tone appropriate to the writing task.
11-12W2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
11-12W2a	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
11-12W2b	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
11-12W2c	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
11-12W2d	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
11-12W2e	Provide a concluding statement or section that explains the significance of the information presented.
11-12W2f	Establish and maintain a style appropriate to the writing task.
11-12W3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

11-12W3a	Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
11-12W3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.
11-12W3c	Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
11-12W3d	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
11-12W3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
11-12W4	Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.
11-12W5	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.
Research to Build and Present Knowledge	
11-12W6	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
11-12W7	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

11th-12th Grade Speaking and Listening

Comprehension and Collaboration	
11-12SL1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
11-12LS1a	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
11-12SL1b	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
11-12SL1c	Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
11-12SL1d	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.
11-12SL2	Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.
11-12SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.
Presentation of Knowledge and Ideas	
11-12SL4	Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.
11-12SL5	Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
11-12SL6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

11th-12th Grade Language Standards

Conventions of Academic English	
Anchor L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.
Anchor L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*
Knowledge of Language	
11-12L3	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.
11-12L3a	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	
11-12L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
11-12L4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
11-12L4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
11-12L4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
11-12L4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11-12L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
11-12L5a	Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.
11-12L5b	Analyze nuances in the meaning of words with similar denotations.
11-12L6	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Core Conventions Skills for Grades 9→12

- Use parallel structure.
- Use various types of phrases and clauses to add variety and interest to writing or presentations.
- Understand that usage is a matter of convention that can change over time.
- Resolve issues of complex or contested usage, consulting references as needed.

Core Punctuation and Spelling Skills for Grades 9→12

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use a semicolon to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.

New York State Next Generation English Language Arts Learning Standards (nysed.gov)

Literacy (NYS Next Generation 6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects)

Reading Standards for Literacy in Science and Technical Subjects 9-10	
RST 1	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
RST 2	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
RST 3	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc. Craft and Structure
RST 4	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
RST 5	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
RST 6	Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Integration of Knowledge and Ideas
RST 7	Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST 8	Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.
RST 9	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9-10	
WHST 1	Write arguments focused on discipline-specific content.
WHST 2	Write informative/explanatory text focused on discipline-specific content.
WHST 3	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
WHST 4	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
WHST 5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST 6	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 and the accuracy of each source by applying discipline-specific criteria ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST 7	Draw evidence from informational texts to support analysis, reflection, and research.

Literacy (NYS Next Generation 6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects)

Reading Standards for Literacy in Science and Technical Subjects 11-12	
RST 1	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST 2	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
RST 3	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.
RST 4	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
RST 5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
RST 6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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 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.
RST 9	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12	
WHST 1	Write arguments focused on discipline-specific content.
WHST 2	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
WHST 3	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
WHST 4	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
WHST 5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST 6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST 7	Draw evidence from informational texts to support analysis, reflection, and research.

New York State Next Generation Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects (nysed.gov)