



Regional Occupational Program

Technical Theater 2025-2026

COURSE DESCRIPTION

This course provides instruction and training for students interested in stage design. Students that achieve competency in this course will develop skills in stagecraft design and will be prepared for entry-level employment. Entry-level positions include set decorator, set designer and assistant art director. Instruction and hands-on experiences include set architecture, design elements, stage management, lighting design, costume design and make-up application.

Course Information

Course Length:	1 Year
Prerequisite:	None
Course Level:	Concentrator
UC:	No
Articulated:	No
Industry Cert.:	No
Industry Sector:	Arts, Media and Entertainment
Pathway:	Production and Managerial Arts
CALPADS:	7241

O*Net SOC Codes

27-4015	Lighting Technician
27-1011	Art Director
27-4014	Sound Engineering Technicians

Legend

CTE - PS	CTE Pathway Standards
CRP	Career Ready Practices
CTE - AS	CTE Anchor Standards
CCSS	Common Core State Standards
ISTE	International Society for Technology in Education

*Includes updates from the 24/25 Arts, Media and Entertainment Advisory
[Advisory Minutes](#)*

Technical Theater

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE – PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-</u> <u>12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. 		<u>2</u> <u>4</u> <u>5</u>	<u>2</u> <u>3</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u>

<ul style="list-style-type: none"> c. Discuss the importance of the critical thinking process to real-world applications. d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. 		<u>7</u> <u>9</u> <u>10</u> <u>11</u>	<u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-</u> <u>12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>5c,d</u> <u>6c</u> <u>7b,c,d</u>
3. Leaders and Teams: Roles and Responsibilities	CTE – PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. 		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-</u> <u>12.1d</u> <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. 		<u>5</u> <u>7</u>	<u>3</u> <u>5</u>	<u>WS</u> <u>11-12.6</u>	<u>2a,b</u> <u>3a,b</u>

<ul style="list-style-type: none"> c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 		<u>8</u> <u>12</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>11-12.7</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-</u> <u>12.1d</u> <u>11-12.2</u>	<u>5c</u> <u>6c</u>
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-</u> <u>12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. 		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-</u> <u>12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

<p>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</p> <p>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</p> <p>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</p>					
Technical Theater Units of Instruction					
7. Core Theater Concepts	CTE-PS	CRP	CTE- AS	CCSS	ISTE
<p>a. Diagram and label the different areas of the stage or performance space.</p> <p>b. Use correct theater terminology and vocabulary of performance and technical theater.</p> <p>c. Implement all aspects of theater safety.</p> <p>d. Produce a production flow chart for a live theatrical based production.</p> <p>e. Plan one technical component of a production from design to performance.</p> <p>f. Name and define all areas of the stage and performance area.</p> <p>g. List and define theater terminology.</p> <p>h. Identify, locate, and operate all theater safety devices.</p> <p>i. Follow safety rules and procedures for evacuation, electrical, fire, tools, rigging, and personal protection clothing and devices.</p> <p>j. Pass a safety test.</p> <p>k. Analyze the production sequence involved in creating a theater performance production.</p> <p>l. Produce a production flow chart for a live theatrical based production.</p>	<p>C1.0</p> <p>C1.1</p> <p>C1.2</p> <p>C1.3</p> <p>C1.4</p> <p>C2.1</p> <p>C2.2</p> <p>C2.3</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>6</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>6</u></p> <p><u>11</u></p>	<p>LS 9-10 11-12.6</p> <p>WS 11-12.7</p>	
8. Stage Architecture	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Describe the different types of theater architecture.</p> <p>b. Identify and describe Greek, Roman, Medieval, Renaissance, Elizabethan, Restoration, and Modern Theater architecture.</p> <p>c. Compare and contrast two types of theater architecture.</p>		<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p>LS 9-10 11-12.6</p> <p>WS 11-12.7</p>	
9. Theater Careers	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Analyze and differentiate the function of the various members of a production team.</p> <p>b. Write job descriptions for members of a production team.</p> <p>c. Research the skills, duties, and employment outlook of the following theater careers:</p> <ul style="list-style-type: none"> • Stage Manager • Costume Designer • Lighting Designer • Sound Designer • Make-up Artist 	<p>C3.0</p> <p>C3.1</p> <p>C5.1</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>3</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>3</u></p> <p><u>11</u></p>	<p>LS 9-10 11-12.6</p> <p>SLS 11-12.2</p> <p>WS 11-12.7</p>	

<ul style="list-style-type: none"> • Rigger • Sound Designer • Scenic Designer/Artist • Special Effects Designer <p>d. Identify job duties, responsibilities, and activities associated with pre and post productions.</p>					
10. Principals and Elements of Design	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Describe and demonstrate elements and principles of design such as: balance, movement, space, emphasis, color, texture, and unity.</p> <p>b. Describe and demonstrate design elements such as space, line, shape, form, color, and texture.</p> <p>c. Define the rule of thirds of design.</p> <p>d. Identify examples of traditional and classic designs.</p> <p>e. Develop contemporary design examples.</p>	C6.3 C6.4 C6.5	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
11. Scenic Design	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Develop appropriate scenic designs that are indicated by the play.</p> <p>b. Create a design to capture the mood and spirit of the play.</p> <p>c. Construct a design that captures the historical period of the play.</p> <p>d. Describe how to reflect the locale of the play and the season of the year in the scene designs.</p> <p>e. Present scenic designs through scale models, sketches, drawings, and computers.</p> <p>f. Compare and contrast the design styles of presentational, representational, and naturalism.</p> <p>g. Describe the importance of meeting with the director before designing scenes.</p> <p>h. Analyze and break down the script to identify the circumstances of the play and determine scenes needed to tell the story.</p>		1 2 5 10 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
12. Rigging	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Summarize the theory of the use of rigging in theater.</p> <p>b. Demonstrate tying basic knots used in theater rigging and explain how they are used:</p> <ul style="list-style-type: none"> • Overhand • Bowline • Square knot • Bowline <p>c. Compare and contrast the use of natural rope versus synthetic rope.</p> <p>d. Identify the four basic rigging systems:</p> <ul style="list-style-type: none"> • Hemp house • Single purchase 	C1.1 C1.3	1 2 5 6 11	1 2 5 6 11	LS 9-10 11-12.6 RSTS 9-10 11-12.4 WS 11-12.7	

<ul style="list-style-type: none"> • Double purchase • Winch or automated <p>e. Explain and demonstrate how to use counterweight systems.</p> <p>f. Diagram and label with correct terminology a complete rigging system.</p> <p>g. Discuss fly rigging.</p> <p>h. Evaluate and improve rigging safety practices.</p>					
13. Stage Properties	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Devise and apply problem-solving models for handling and organizing stage properties.</p> <p>b. Identify set props, hand props, and decorative props.</p> <p>c. Explain proper display of props.</p> <p>d. Describe how to acquire stage property and determine if it can be simulated.</p> <p>e. Organize stage property with prop lists, prop tables, and cues.</p> <p>f. Employ items such as furniture, curtains, foam and fiberglass to create an array of stage designs.</p> <p>g. Define the three purposes of props.</p> <p>h. Develop and use prop logs and cue sheets.</p> <p>i. Maintain and return props to storage or lender.</p> <p>j. Understand the technical aspects of lights, sound, properties, costumes, and makeup from the perspective of the professional performer.</p>	C2.0 C4.5 C5.2	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
14. Lighting Design	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Identify, define, and demonstrate lighting design techniques.</p> <p>b. Work collaboratively to perform all aspects of lighting required for a performance.</p> <p>c. Identify and describe the controllable qualities of light such as distribution, intensity, movement, and color.</p> <p>d. Identify and describe the functions of light such as visibility, selective focus, and mood.</p> <p>e. Identify various forms of lights and describe their purpose.</p> <p>f. Describe the psychological effects of light on a production.</p> <p>g. Use a light plot, legend, and instrument schedule to develop a lighting plan for production.</p> <p>h. Integrate the functions and controllable qualities of light as a light key to draw the light plot, to develop layering and to create a lighting plan for different stages and productions.</p> <p>i. Practice using light control equipment.</p> <p>j. Use lights to create special effects.</p> <p>k. Work with lighting cues for a performance.</p>		<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
15. Sound Functions and Technology	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Incorporate sound functions and technology into a stage production.</p>	C2.3	<u>1</u>	<u>1</u>	LS	

<ul style="list-style-type: none"> b. Identify the functions of sound in a theater. c. Compare and contrast how sound is used for affecting and reinforcement. d. Describe how to identify basic acoustic properties. e. Design a basic sound system configuration. f. Integrate the sound system into rehearsals and performance procedures. g. Collaboratively create a plan of all the sound requirements for a production. h. Operate sound equipment according to plan for a production. i. Understand the technical aspects of lights, sound, properties, costumes, and makeup from the perspective of the professional performer. 	C4.4	2 5 11	2 5 11	9-10 11-12.6 WS 11-12.7	
16. Special Effects	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Incorporate special effects and technology into a stage production. b. Determine the proper time and place for each time of special effect in a performance. c. Explain how vintage special effects such as wind, thunder, snow and fire were created. d. Demonstrate how to use digital projection as a special effect. e. Apply appropriate safety practices for each special effect used. 	C1.0	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
17. Costume Design	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Identify, develop and utilize costume design skills necessary for a stage production. b. Describe how costumes and accessories enhance the visual spectacle of a stage production. c. Identify and describe types of costume designs. d. Describe the psychological and objective information provided by costumes. e. Describe the importance of how costumes and historical, factual, or creative research can enhance a director's or playwright's production design concept. f. Explain the importance of collaboration with lighting and scenic designers. g. Analyze the script for costume design details. h. Present costume designs via sketches, swatches, layouts, and renderings. i. Understand the technical aspects of lighting in relation to costume design. 		1 2 5 10 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
18. Make-up	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Research, identify and apply make-up techniques used for stage productions. b. Identify and describe different types of theatrical make-up. c. Research make-up design. d. Identify proper appearance and appropriate make-up for the time period being depicted. e. Create a make-up design on paper using colored pencils or watercolors. f. Apply make-up design on a peer and critique. g. Practice application techniques such as aging, blood, injuries, bruises etc. 		1 2 5 10 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	

<ul style="list-style-type: none"> h. Apply appropriate facial hair and wigs. i. Practice proper handling, cleaning, and maintenance of tools and make-up supplies. j. Coordinate make-up application with costume design. k. Understand the technical aspects of lights, sound, properties, costumes, and makeup. 					
19. Rehearsal and Performance	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Competently complete a rehearsal and performance. b. Identify and describe the purpose of a rehearsal. c. Manage a rehearsal using tools such as blocking notation, cues, prompting, and timing. d. Complete a technical rehearsal. e. Practice proper backstage etiquette. f. Finish a dress rehearsal. g. Complete a performance. 	C4.1 C5.0 C5.2	<u>1</u> <u>2</u> <u>5</u> <u>10</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

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

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: 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 work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Arts, Media and Entertainment

C. Production and Managerial Arts Pathway

- C1.0 *Demonstrate knowledge of industry safety standards and practices in all areas of technical production.*
- C1.1 *Demonstrate understanding of various power tools used in construction and rigging.*
- C1.2 *Demonstrate knowledge of basic electrical safety.*
- C1.3 *Demonstrate understanding of safe workplace practices, including tool safety, rigging, electrical, and construction safety and awareness of hazardous materials in the workplace.*
- C1.4 *Apply safety related decision making and problem-solving techniques to live, recorded, or multimedia generated production.*
- C2.0 *Understand the technical support functions and artistic competencies in film, video, and live production.*
- C2.1 *Analyze the production sequence involved in creating a media based or live performance production.*
- C2.2 *Produce a production flow chart for a live theatrical or media-based production.*
- C2.3 *Plan one technical component of a production from design to performance.*
- C3.0 *Analyze and differentiate the function of the various members of a production team.*
- C3.1 *Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), postproduction, etc.*
- C4.1 *Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.*
- C4.4 *Demonstrate understanding of the appropriate use of technology in each phase of the production planning.*
- C4.5 *Create a call sheet for equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.*
- C5.0 *Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.*
- C5.1 *Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.*
- C5.2 *Plan the general coordination of various elements in a project or production.*

ISTE Standards for Students

1. Empowered Learner- *Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.*

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

2. Digital Citizen- *Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.*

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

3. Knowledge Constructor- *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

4. Innovative Designer- *Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.*

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

5. Computational Thinker- *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*
- c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- *Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.*

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.