EASTCONN

ACT

ARTS AT THE CAPITOL THEATER
PERFORMING ARTS MAGNET HIGH SCHOOL

PROGRAM OF STUDIES



ACTING | CREATIVE WRITING | DANCE



INTEGRATED ARTS & MANAGEMENT | MEDIA ARTS | MUSIC | TECHNICAL THEATER

CREATE LEARN BE YOU

ARTS AT THE CAPITOL THEATER, 896 MAIN STREET, WILLIMANTIC, CT 06226

860-465-5636 • EASTCONN.ORG/ACT

Welcome to ACT!

COME CREATE WITH US!



Arts at the Capitol Theater (ACT) is a full-day high school program designed for students who want to learn through the performing arts. ACT students have a full load of courses in the performing arts and academic areas. All courses are designed to help students make cross-curricular connections between content areas.

What I enjoy most as principal of this school is watching the growth that occurs in our students from freshman year to senior year. Our students leave ACT ready for college or the workforce. They are taught responsibility, accountability and commitment; three characteristics essential to success after high school.

ACT is a place where students can shine. Students at this school are free to create, perform and reach their true potential as students and artists. Our community allows students the chance to express themselves freely and to meet and befriend others from all different backgrounds. Above all, ACT students are welcoming, committed and live by ACT's core value of RESPECT: Respect Yourself, Respect the Work, Respect the Community.

This school is a special place with dedicated students and we would love you to be a part of our family.

Sarah Mallory
ACT Principal

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ACT

*RESPECT YOURSELF *RESPECT THE WORK *RESPECT THE COMMUNITY

School Information

ARTS AT THE CAPITOL THEATER

896 MAIN STREET, WILLIMANTIC, CT 06226

860-465-5636 • Fax: 860-465-8115

EASTCONN.ORG/ACT

Faculty & Staff

ACT has caring, committed staff members who are dedicated to each and every student. Contact information and bios can be found on our website at www.eastconn.org/act.

COME CREATE WITH US!



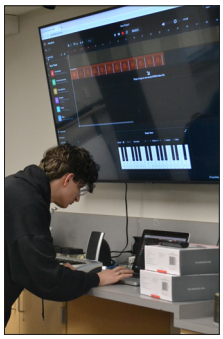




















Core Values & Beliefs

The students, teachers, parents and community members of ACT collaborate to promote an education in arts and academics that inspires intellectual exploration, creative expression and personal motivation in students. Through intensive, rigorous educational experiences in our caring and safe environment, our students learn to understand deeply the imperative that is our philosophical foundation: Respect Yourself, Respect the Work and Respect the Community.

RESPECT YOURSELF RESPECT THE WORK
RESPECT THE COMMUNITY



The ACT Community believes that:

- Arts education enhances academic learning
- Academic learning strengthens artistic endeavors
- Real-world application of learning embeds knowledge
- Effective teaching and learning involves effective collaboration
- Diversity is a strength that must be actively embraced in learning



The ACT Community is committed to:

- Educating the whole person - intellectually, creatively, physically, emotionally
- Respecting individual differences, talents and life experiences
- Preparing students for productive lives as artists and as citizens
- Elevating personal and artistic standards through education
- Making connections among arts, academics and life



The ACT Community provides:

- A respectful, safe environment in which students explore their creativity
- Opportunities for new areas of learning and personal expression
- A professional perspective and preparation for life in the arts and in the world
- Purposeful, effective integration of arts and academic curricula
- Unique, authentic learning experiences and assessments

EASTCONN
Where Learning Comes to Life

Arts at the Capitol Theater
PERFORMING ARTS
MAGNET HIGH SCHOOL

Quinebaug Middle College
MAGNET HIGH SCHOOL



EASTCONN's Portrait of a Graduate reflects our community's collective vision of student success. This vision is our declaration of – and blueprint for – what it means for our students to be college, career and life-ready.

EASTCONN's Portrait of a Graduate frames a vision for learning within all EASTCONN schools, where students follow a personal path to mastering the knowledge, skills and habits they will need to succeed in the future.



INTRAPERSONAL

- Self-Directed
- Personally Responsible & Resilient

INTERPERSONAL

- Collaborative
- Effective Communicator

GLOBAL

- Informed Critical Thinker
- Effective Problem Solver
- Creative Innovator

Curriculum

The ACT curriculum prepares students for success in the 21st century, as they develop their skills as critical thinkers, collaborators, creators and effective communicators. Through the integration of artistic and academic learning in a personalized, competency-based learning environment, students develop their ability to problem solve, be flexible and adapt.

NEASC Accredited



ARTS

Students come to ACT because they share an interest in the performing arts. Creating, performing and responding to works of art gives students a greater understanding and an aesthetic appreciation of the arts and opportunities for real-world applications of their learning. ACT offers 7 pathways from which students can choose: Acting, Creative Writing, Dance, Integrated Arts & Management, Media Arts, Music and Technical Theater. These pathways give students a chance to focus on an area of interest with purpose and intent. Please see the Performing Arts section on page 9 for more information on each pathway.



ACADEMICS

ACT's academic courses, which are based on the Connecticut State Department of Education's Curriculum Frameworks and Connecticut Content Standards, thoroughly integrate concepts from the performing arts. Small class sizes and differentiated instruction allow students' individual learning needs to be addressed, while hands-on learning experiences and performance-based assessments measure student growth in arts and academic subjects. ACT's academic subject areas include core requirements and electives in math, science, social studies, English, world language and physical education and health. In their senior year, students complete a Senior Capstone Project. The purpose of this project is to engage each student in a personalized learning experience and demonstration, representing the culmination of their learning at ACT.



COLLEGE COURSE OPPORTUNITIES

In addition to courses offered at ACT, an agreement with Eastern Connecticut State University (ECSU) enables students to earn college credits at no cost by attending university classes.

Graduation Requirements

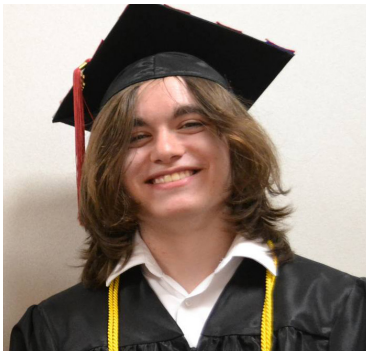
I. CREDITS & COURSES * Updated for class of 2025

Requirements for graduation are consistent with Connecticut requirements.

CREDIT DISTRIBUTION	
ARTS (18 CREDITS - prorated for students who transfer to ACT)	
Pathway Specific	8 credits
Pathway Electives	5 credits
Other Arts Electives	5 credits
HUMANITIES (9 CREDITS)	
English	4 credits
Social Studies	3 credits
Civics	1 credit
Capstone Research and Writing	1 credit
STEM (9 CREDITS)	
Math	3 credits
Science	3 credits
Financial Literacy	1 credit
STEM Electives	2 credits
OTHER (8 CREDITS)	
World Language	2 credits
Physical Education and Wellness	1 credit
Health and Safety	1 credit
Advisory	3 credits
Senior Capstone Project	1 credit
Community Service *(50 hours logged)*	
TOTAL	**44 CREDITS**

Graduation Requirements




II. SENIOR CAPSTONE PROJECT

The focus of the Arts at the Capitol Theater Senior Capstone: Legacy Project is to engage each student in a personalized learning experience. The project allows students the opportunity to apply and to demonstrate interdisciplinary skills and knowledge while investigating a specialized area of interest, supported by an adult mentor. Each student will have the assistance of a faculty advisor to guide the student through this project, as well as an adult mentor who has specific knowledge of the area the student has chosen to explore.

Goal: Create a Senior Capstone Project that will have a lasting impact on the community (school, town, state, global)

Questions to ask yourself:

- What is the problem/topic you want to address?
- Why does it matter?
- What are you going to do about it?
- What lasting contribution will it make?

Your Journey Starts Here

ACT offers an integrated approach to instruction, infusing standards-based academic courses with a variety of arts disciplines, and providing differentiated instruction to address individual learning needs. Students in grades 9-12 study with certified academic teachers and professional artists in our small, arts-focused learning community. Each grade is about 35 students, making this an intimate, focused, artistic learning environment.

ACT's schedule is Monday - Thursday 8:15 a.m. – 3:15 p.m, Fridays 8:15 a.m. – 12:15 p.m.

A semester-based schedule allows students to take up to 12 different classes per year, increasing the number of credits students can graduate with and allowing more time for intensive study in the arts.

ACT students have access to a pre-college academic boost, thanks to a partnership with Eastern Connecticut State University that allows qualified upperclassmen to attend college classes and earn free college credits while attending ACT.



ACTING



CREATIVE WRITING



DANCE



INTEGRATED ARTS & MANAGEMENT



MEDIA ARTS



MUSIC

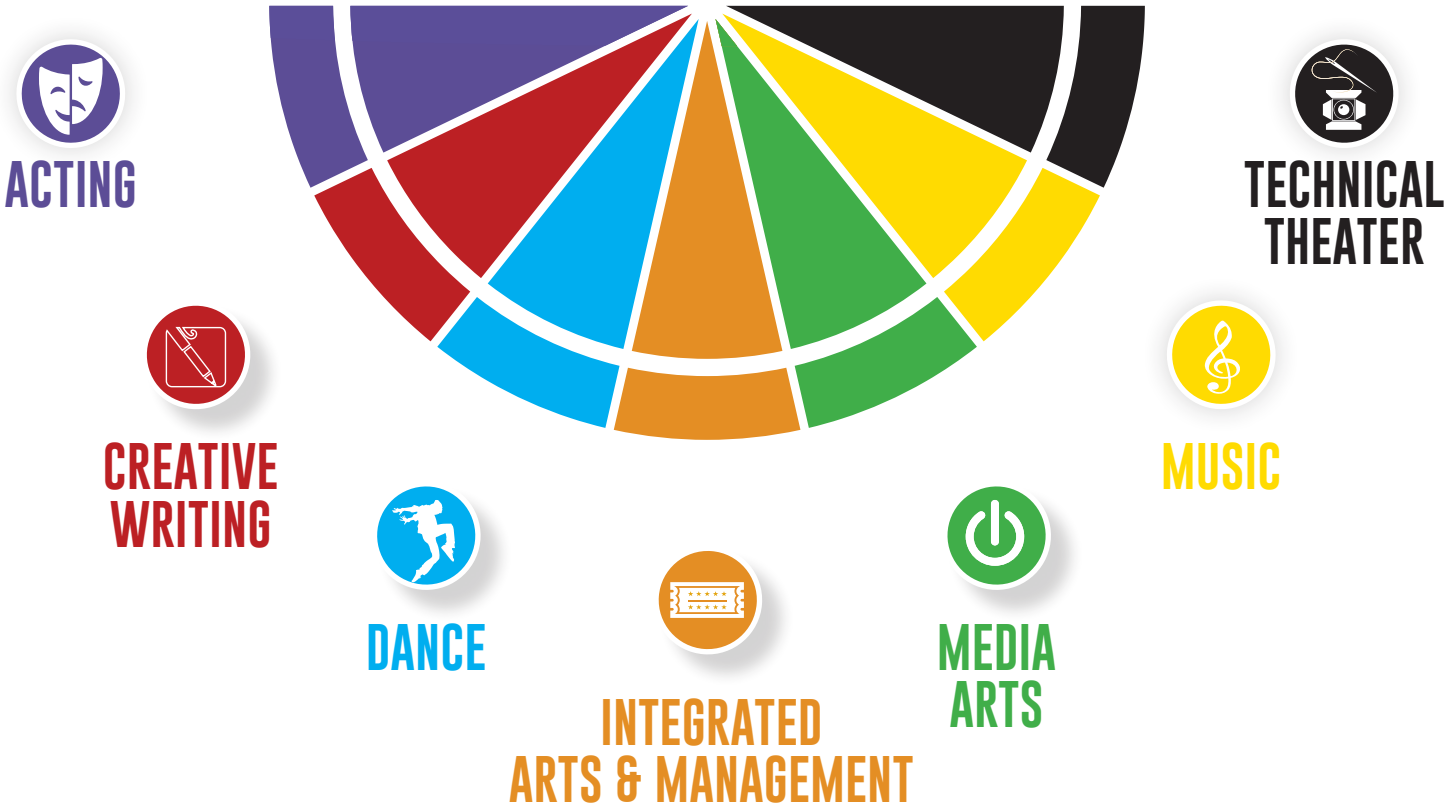


TECHNICAL THEATER

Performing Arts Pathways

7 PATHWAYS at ACT

ACT offers 7 pathways from which students can choose: Acting, Creative Writing, Dance, Integrated Arts & Management, Media Arts, Music and Technical Theater.
These pathways give students a chance to focus on an area of interest with purpose and intent.
Each pathway has its own required program courses in addition to the required academic courses for graduation.
The grids on the following pages outline each pathway and its suggested course sequence.





ACTING Pathway - 13 Credits

Students explore the art of acting in a series of technique courses progressing from beginning to advanced. Actors train their bodies, voices and imaginations so that they may learn to create unique characterizations for the great plays of the theater. Acting techniques grounded in the work of the great 20th century acting masters are studied, grown and honed throughout the pathway as students apply themselves to comic and dramatic scene and monologue preparation. Performance opportunities include comic and dramatic contemporary and classic plays, musicals, improvisation and student devised works. History of Theater, Improvisation, A Capella, Latin Dance, Modern and Jazz Dance, and Technical Theater are elective areas for students to explore along the path. The focus of the pathway is to grow young actors into confident, imaginative, compassionate artists who feel at home on any stage.

REQUIRED FOR ALL ACTING PATHWAY STUDENTS (8 credits)		
Year 1	2 credit	**Acting I** Students learn the basics of how to create and make bold and believable character choices on stage. Study includes concentration, characterization, voice & speech, stage movement. Students create ensemble and individual performances throughout the course.
Year 2	2 credit	**Acting II** A course for intermediate acting students who are ready for rigorous, practical acting training. Focus on listening and reacting, timing, physicality, transformation, vocal expression, building in depth character life, truthful emotional connection with characters and responding 'in the moment' with scene partners. Areas of focus include contemporary scene study, film acting, introduction to Shakespeare, and musical performance. Students create ensemble and individual performances throughout the course.
Year 3, 4	2 credit	**Acting III** Acting training at a professional level. Study includes dramatic and comic characterization and scene study based on the advanced acting techniques developed by the great 20th century acting masters. Areas of focus include scene study from the romantic through the modern theater, advanced classical acting, creating a professional audition reel, advanced improvisation. Students create ensemble and individual performances throughout the course.
Year 2, 3, 4	2-4 credits	**Show Performance-Play and/or Musical** Audition based courses focusing on production process and performance. Prerequisites: Acting I or by permission of instructor

ELECTIVES - 1 credit each (5 credits required for Acting Pathway)

Acting electives open to all students.

Improvisation for Performers	History of Theater	Stage Management	Elective Options for Acting Pathway
In-depth study of improvised scene work. Explores primary tools for creating improvised scenes and developing full characters	General overview, survey approach to the major stylistic periods of theatrical production	See Integrated Arts and Management pathway for description.	Acting pathway students must take one music pathway elective, one dance pathway elective, and one technical theater pathway elective.

CREATIVE WRITING Pathway - 13 Credits

Students practice writing across a wide range of literary genres including poetry, fiction, drama, creative nonfiction, and SLAM. Students develop the critical skills to analyze and evaluate literature as writers. Students participate in the writing process to develop skills in giving and receiving feedback through workshops. Writers have multiple opportunities to collaborate with other ACT majors throughout the year. Students present their work through Coffeehouse performances, poetry readings, writing contests, and publications.

REQUIRED FOR ALL CREATIVE WRITING PATHWAY STUDENTS (8 credits)		
Year 1	2 credit	**Creative Writing I** Students will learn a basic overview of poetry, fiction, nonfiction, and screenwriting
Year 2	2 credit	**Creative Writing II** Students will practice a deeper overview of poetry, fiction, nonfiction, and screenwriting building upon skills from CWI
Year 3/4	2 credit	**Creative Writing III** Students will experience a more advanced overview of writing genres with more opportunity for personalized learning

ELECTIVES - 1 credit each (5 credits required for Creative Writing Pathway) *Creative Writing Electives open to all students*		
Poetry*	**Fiction***	**Memoir***
Students will learn about and implement the elements of poetry through the reading, writing, and analysis of published and original works. Students will focus on the art of giving and receiving constructive feedback through a workshop model.	Students will take this Writing Workshop style class where they read, discuss, and analyze exemplar fiction texts and write their own pieces. Students will participate in workshopping pieces for publication.	Students explore personal narratives and memoirs through this writing workshop style class where students read, analyze, and discuss exemplar and original texts for performance and/or publication.
Inspired Creative Writing	**Performative Writing**	**Screenwriting w/ AV III**
Students will focus on basic concepts and techniques of writing in all genres by critically reading and analyzing published works. Students will craft and revise original work. This course is meant to inspire anyone through art, music, and more.	Students participate in a workshop style course focused on using writing tools and visual styles to create performative and performable pieces (poetry, stage play, screenplay, and other forms).	Students will practice the art of collaboration between writers and media arts students working together to create scripts that lead to PSA's, fictional shorts and animations that are entered into contests and film festivals. *Prerequisite:* Students must have taken and earned credit in Creative Writing 2 and Media Arts 2.

*This course may be counted as an English elective credit



DANCE Pathway - 13 Credits

Students study multiple styles of dance including: Ballet, Jazz, Modern, Hip Hop, Tap, Latin and Contemporary. Emphasis is placed on choreographic principles throughout several classes that allow students to create and perform their own choreography. Dance students work collaboratively with other departments to become aware of how lighting, sets, and costumes enhance dance. Multiple performance opportunities are available, including community functions like Third Thursday, Student Dance Company Showcase, and DanceFest.

REQUIRED FOR ALL DANCE PATHWAY STUDENTS (8 credits)		
Year 1	2 credit	**Dance I** Students will learn foundational skills and vocabulary in Cecchetti and Limon techniques. Students learn the Principles of Conditioning for dance specific training. Students will respond and make connections to historical and cultural context through a variety of texts.
Year 2	2 credit	**Dance II** Students will further develop skills in Cecchetti and Limon techniques as well as create classical and modern movement sequences. Students will respond and make connections to historical, cultural and scientific context through a variety of texts.
Year 3/4	2 credit	**Dance III** Students will refine performance skills in Cecchetti and Limon techniques as well as foundational skills in Horton technique.Students will learn variations of both classical and modern repertoire. Students will develop essential questions and respond and make connections to historical, cultural and scientific context through a variety of texts.
Year 3/4	1 credit 1 credit	**Company Rep** (Dance only elective or by permission of instructor) **Student Dance Company** (Dance only elective or by permission of instructor) *Audition based courses focusing on production process and performance.* *Prerequisites:* Dance I, Dance II, Jazz I & Dance Composition or by permission of instructor

ELECTIVES - 1 credit each (5 credits required for Dance Pathway)

Dance electives open to all students

Jazz	Dance Composition	Hip Hop	Latin Dance
Students will develop skills in alignment, balance, endurance, flexibility and strength. Students will explore Broadway, contemporary, and lyrical jazz styles.	Merce Cunningham based workshop class. Students will explore the elements of choreography and improvisation, through group choreography projects.	Students will discover and refine hip-hop technique, skills and styles.	Students will learn the principles and techniques to perform authentic Latin dances.
Tap	**Ballet**	**Modern**	
Students will learn the basics in tap technique and musicality, along with tap dance vocabulary and history.	Students will practice Ballet technique, terminology, etiquette and body conditioning.	Students will learn fundamentals of technique, principles of alignment, rhythmic phrasing, and fall and recovery techniques.	.

INTEGRATED ARTS & MANAGEMENT Pathway - (13 Credits)

Students create and explore art that exists outside of a single genre and learn how to integrate creativity with real world management skills. In this track students explore the creative process in general, engage in critical analysis, work with a cross-cultural lens, and collaborate on community projects. Integrated Arts and Management helps students develop skills in generative follow through, creative problem solving, critical thinking, global understanding, and inter and intrapersonal communication. These skills can be applied to future careers such as Art Direction, Production Management, and Curation, along with careers in Community Organizing, Outreach Programs, and Small Business/Non-Profit Management.

REQUIRED FOR ALL INTEGRATED ARTS & MANAGEMENT PATHWAY STUDENTS (8 credits)		
Year 1	2 credit	**Integrated Arts & Management I** Students survey the creative process of all mediums, building artistic literacy and research skills.
Year 2	2 credit	**Integrated Arts & Management II** Students further develop a personal artistic practice along with their critical analysis and research practices.
Year 3/4	2 credit	**Integrated Arts & Management III** Students explore art in context, studying the systems, structures, techniques, and tools used to work together for a common goal.

ELECTIVES - 1 credit each (5 credits required for Integrated Arts & Management Pathway)

I.A. & M. Electives open to all students

History of Theater	Art and Cultural Movements	Performative Writing
Students receive a general overview, survey style approach to the major stylistic periods of theatrical production.	Students survey and analyze how art reflects or critiques different cultural movements.	Students participate in a workshop style course focused on using writing tools and visual styles to create performative and performable pieces (poetry, stage play, screenplay, and other forms).
Arts Management	**Stage Management**	**Public Art and Community Organizing**
Students study individual skills like scheduling, organization, communication, and marketing, while also looking at current active organizations and their management process.	Students explore the fundamental duties and responsibilities of the theatrical stage manager.	Students survey public and community based art practices and productions through project based learning.

MEDIA ARTS Pathway - 13 Credits

Students utilize state of the art cameras and editing software to produce, film, and edit their own videos. Media Arts students have the opportunity to create commercials, PSAs and documentaries for local businesses and community members and present all of their hard work at least twice a year during VideoFest (open to the public). In addition, Media Arts students study audio production, Photoshop, animation, video game design, and music editing/creation through GarageBand.

REQUIRED FOR ALL MEDIA ARTS PATHWAY STUDENTS (8 credits)		
Year 1	2 credit	**Media Arts I** Students will be introduced to video camera operation,lighting, scripts and storyboarding, digital imaging, motion graphics software, and importing/exporting graphics, movies, animations and sound effects into, or out of video editing software.
Year 2	2 credit	**Media Arts II** Students will explore further into the world of Video Production with greater emphasis placed on areas of the workflow and production. Pre-production work will expand to include things such as scripts and storyboards, and additional production elements.
Year 3/4	2 credit	**Media Arts III with Screenwriting** Students will practice the art of collaboration between writers and media arts students working together to create scripts that lead to PSA's, fictional shorts and animations that are entered into contests and film festivals. *Prerequisites*: Mastery of all Media Arts II standards and permission of teacher; optional for 4th year students
Year 3/4	1 credit	**Community Video Production** Students will learn to work with our community businesses and create ideas to help them succeed. Scripting, taping, voice-overs and editing are all part of the process of the final product to be used at the client's discretion. *Prerequisites:* Media Arts I & Media Arts II or by permission of instructor

ELECTIVES - 1 credit each (5 credits required for Media Arts Pathway)

Media Arts Electives open to all students

Animation	**GarageBand**	**Game Design**	**Historical Documentary**
Students will create high level animations using their creativity and technology skills. Students will develop their own story telling techniques using clay, stop motion animation, 3D modeling, 2D animation and motion graphics.	Students will be learning the layout and interface of the GarageBand Software. Students will then start to create their own music for class using Music loops and mixing Live audio recording Podcasting.	Students are introduced to the fundamentals of creating a playable digital game from start to finish. This will include an introduction to the basics of programming, working with engines and tools, organizing a complex creative technical project creating an exciting story.	Students are empowered to become Historians and storytellers through the medium of documentary filmmaking. Students will concurrently develop and refine their audio and video skills while analyzing and interpreting historical events.
Photoshop	**Drawing**	**Lighting**	**Contemporary Issues in Digital Media and Technology***
Students will learn to open photoshop, size their canvas appropriately for the project. Students will also learn the basics of the tool bar, color palette, brush sizes and font categories. Students will be expected to complete at least 3 assignments. Examples include, Magazine cover, Multiple Me project and a surrealism project.	Students will draw with graphite from life to refine observational skills through various exercises including, but not limited to: contour, gesture, value, perspective. Students will engage in constructive critique, and will refine artistic work.	Students learn the technical processes used to implement lighting designs and keep a theater lighting system safe and operational. Identify and interpret industry standard documents and equipment to safely and accurately install and adjust equipment according to designer specifications. Perform maintenance and repair procedures to keep equipment safe and show-ready.	Students will explore Digital media and technology that is evolving at a fast pace, bringing extraordinary opportunities as well as real challenges for our students. These challenges include cyberbullying, hate speech, privacy violations, digital distraction, and more. This course explores such issues.

MUSIC Pathway - 13 Credits

The aim of the music pathway is to educate students in the intricacies, techniques and art of music. Students will gain and polish their abilities in music reading, sight reading, music theory, analysis, and counterpoint. Additionally, a large portion of the students' time and energy will be spent on learning techniques and performing skills alongside critical listening and critiquing skills, through weekly studio classes. Students will also gain an extensive knowledge and understanding of musical genres, composers, history, and forms while being exposed to the vast repertoire of Western Music History.

REQUIRED FOR ALL MUSIC PATHWAY STUDENTS (8 credits)		
Year 1	2 credit	**Music I** Working in groups with equally experienced students, the first year music majors will learn to analyze and perform pre-selected repertoire that will expose them to the four main languages for post-secondary success: Italian, German, French and English. Students studying an instrument will be taught how to analyze and perform preselected music representative of their technical abilities. All students are exposed to daily theory etudes and weekly music appreciation.
Year 2	2 credit	**Music II** Students will research and select the repertoire they choose to sing and/or play. All students will continue adding to their performance repertoire by adding songs in at least four different languages and/or solo pieces and etudes that represent four separate genres and composers. Daily theory and weekly music appreciation exercises will be a review and an extension of the information they had in their first year of the music pathway.
Year 3/4	2 credit	**Music III** Students in Music III will apply the skills from previous years with the expectation that they will be continuing their musical education and career. The repertoire that the students select to analyze, learn and perform will be honed at a higher level with the expectation that these pieces will be used in auditions for collegiate conservatories or musical opportunities not offered at ACT. All students will continue to expand their knowledge and skills with daily theory exercises and weekly music appreciation .

ELECTIVES - 1 credit each (5 credits required for Music Pathway)
Music electives open to all students

A Capella	**Keyboarding I/II**	**Beginning Singing**	**Musical Theater Survey**
Students will learn the basics of performing in a choral setting.	Students will learn the major scales and root position chords on the keyboard. Students will learn solo etudes for performance and to improve their piano technique and music reading skills	Students will learn how to read, perform, and analyze vocal repertoire while improving vocal technique and strengthening confidence and stage presence	Students will be introduced to the famous and great composers, songs and shows of the musical theater repertoire
Music Theory	**Music Composition**	**Music History Survey**	**Select Choir (Audition Only)**
Students learn the important aspects of music theory including, but not limited to, reading music, basic chords and functions, key signatures, and counterpoint.	Learn intricate "musical-mathematical" logic of how music works in a purely written form - It is advised that students already understand how to read music, but not mandatory *Prerequisite*: Music Theory	Listening survey of the music written from Renaissance Era to the present	Students in the Select Choir work together to create a student lead performance group who focus on advanced choral music. *Prerequisite*:; At least 1 year of a capella, and ability to sing a melodic and harmonic line independently and sight singing.



TECHNICAL THEATER Pathway - 13 Credits

Students study the 'behind-the-scenes' work necessary for safe and effective performing arts production, including scenic, lighting, costume and prop design and construction. Classwork is fundamentally hands-on, using tools and equipment in ACT's scene shop, costume shop and theater. Technical Theater students are directly involved with every production at ACT, in collaboration with other pathways.

REQUIRED FOR ALL TECHNICAL THEATER PATHWAY STUDENTS (8 credits)		
Year 1	2 credit	**Technical Theater I** All students will spend one semester focusing on scenic carpentry and lighting production, and one semester focusing on costume construction.
Year 2	2 credit	**Technical Theater II** Students choose an area of focus within technical theater, developing personal projects and contributing to ACT productions.
Year 3/ Year 4	2 credit	**Technical Theater III** Students choose an area of focus within technical theater, developing personal projects and contributing to ACT productions.

ELECTIVES - 1 credit each (5 credits required for Technical Theater Pathway)
Technical Theater Electives open to all students

Costume Design	**Costume Construction 1**	**Scenic Design**	**Scenic Painting**	**Lighting Design**
Students will develop skills necessary for theatrical costume design, Including but not limited to:figure drawing, rendering techniques script analysis, costume history, fabric selection.	Students will learn the basics of hand sewing, machine sewing, and using commercial patterns for the purpose of making theatrical costumes.	Students learn the fundamentals of theatrical scene design, including text analysis, computer aided design, and scale modeling, using the elements and principles of design to create functional and visually engaging spaces for performance.	Students learn the craft of scenic painting through hands-on practice with the materials and techniques used to achieve common surface treatments for theatrical scenery, including surface preparation, texturing, image/pattern layout, paint mixing, and paint application to visually transform one material into another.	Students learn the fundamentals of lighting design for live performing arts, gaining familiarity with the building blocks of lighting design—the Controllable Qualities of Light and the Functions of Stage Lighting—and using them to support production concepts based on research and collaboration. Students learn industry standard design and documentation methods including research and concept presentations, and computer aided design. *Prerequisite:* Lighting Production
Lighting Production	**Properties Design**	**Stage Makeup**	**Drawing**	**Costume Construction 2**
Students learn the technical processes used to implement lighting designs and keep a theater lighting system safe and operational. Students learn to identify and use industry standard documents and equipment to safely and accurately install and adjust equipment according to designer specifications.	Students learn the basics of theatrical properties design and construction through text analysis, research, and hands-on craft processes. Students will analyze a script for prop needs, apply research and analysis to make design choices appropriate for a given production concept, create industry-standard documentation, and apply a variety of craft processes to execute props for practice projects and ACT productions.	Students will learn the basics of facial structure and stage makeup application via hands-on experience. Students will learn the fundamentals of contouring, shadow, and highlighting. Students will work with a variety of techniques and products, including: creams, powders, waxes, and latex.	Students will draw with graphite from life to refine observational skills through various exercises including, but not limited to: contour, gesture, value, perspective. Students will engage in constructive critique, and will refine artistic work.	Students will learn advanced costume construction techniques, pattern drafting, draping, custom fitting. *Prerequisite:* Mastery or better in Costume Construction I, or portfolio submission proving mastery of equivalent skills.

ENGLISH

REQUIRED FOR ALL STUDENTS		
Year 1	1 Credit	**English I: Freshman Academy** Students will practice inquiry and research skills to explore a variety of topics including, but not limited to, local communities and histories and Indigenous People's studies. Students will use a variety of reading comprehension skills to explore short stories, poetry, and novels and will write in various genres throughout the course. Students will present learned information through writing, presentations, and discussion.
Year 2	1 Credit	**English II** Students will focus on contributions made to literature, art, and music by Black and Latino Americans. We will read about, write about, and discuss ideas like: identity, persistence, resistance, defiance, equality, art, culture, and more. Students in this course will look for answers to the following question: How has the culture, art, literature, and other contributions of historically marginalized groups strengthened the nation?
Year 3 or 4	1 Credit	**English III** Students will explore literature from the 19th and 20th centuries. Reading comprehension, analytical skills, and clear communication through speaking and writing will be emphasized. Students will work to find answers to the following questions: (1) How does what happens in the world affect what we believe, our choices, and the art we create, and (2) How does reading literature and synthesizing ideas from different time periods help us form educated, authentic opinions and conclusions about the texts, about the world, and about ourselves?

ENGLISH ELECTIVES - 1 credit each		
Fiction*	**Poetry***	**Memoir***
Students will take this writing workshop style class where they read, discuss, and analyze exemplar fiction texts and write their own pieces. Students will participate in workshopping pieces for publication.	Students will learn about and implement the elements of poetry through the reading, writing, and analysis of published and original works. Students will focus on the art of giving and receiving constructive feedback through a workshop model.	Students explore personal narratives and memoirs through this writing workshop style class where students read, analyze, and discuss exemplar and original texts for performance and/or publication.

*This course may be counted as an arts elective credit

MATH

REQUIRED FOR ALL STUDENTS		
Year 1	1 Credit	**Math I: Freshman Academy** Students will explore the connections between mathematics and other academic disciplines and arts. Our focus will be on proportional reasoning, solving linear equations in one variable, modeling real-life scenarios with Algebra, and representing linear relationships between two variables with equations, tables and graphs.
Year 2	1 Credit	**Math II: Geometry/Algebra Concepts** Students will extend their Algebra skills that they learned in Algebra I, or during Freshman Academy, moving from linear functions,systems of linear equations. They will then transition into topics from Geometry, including parallel and perpendicular lines, circles, 3D shapes, and the geometric transformations. Students will apply these skills through a variety of modeling contexts, including finance, science, and engineering.
Year 3 or 4	1 Credit	**Financial Literacy** Students will learn about employment income and federal, state, and local taxes that impact net pay. Additional unit topics include budgeting, student loans, credit card repayment, savings, and investing in the stock market . Students will apply mathematics to hypothetical situations in their future through daily problem solving and personalized projects. Students will participate in the Stock Market Game simulation over the course of the semester.

MATH ELECTIVES - 1 credit each		
Applied Math	**Algebra II**	**Statistics**
Students will progress through targeted learning experiences to support and enrich their mathematical achievement. Students will identify and explore topics they find relevant and authentic to their life, while combining life and career skills. *Prerequisite:* Math I and teacher recommendation.	Students will practice advanced mathematical notation and operations while expanding their knowledge of functions to include quadratic, polynomial, exponential and logarithmic families. Students will practice through applications including: biology, finance, physics, probability, and other topics. *Prerequisite, or corequisite with instructor approval:* Math II.	Students will analyze large data sets using Google Sheets. Students will arrange data, apply formulas and create graphs to summarize and compare data sets. Students explore authentic data related to historical weather around the world, Broadway Theater attendance, and the U.S. Census. Statistical calculations focus on measures of center, relative position, variance, correlation between variables, and determining probability of various outcomes.
Trigonometry		
Students will expand their Math II or Geometry knowledge of transformations to develop definitions for the trigonometric ratios in both right and non-right triangles through applied applications, both artistic and scientific. Students will then study radians and the unit circle to apply the trigonometric ratios as periodic functions and model real-world periodic phenomena. *Prerequisite:* Math II.		

PE/HEALTH

REQUIRED FOR ALL STUDENTS	
1 Credit	**Physical Education** Students will have the opportunity to explore a variety of topics in personal fitness, recreational games, and team building with a focus on goal setting, communication, and self-management. ACT's Physical Education program is designed to develop competency in personal health and physical literacy. Our physical education classes provide a safe, supportive environment that fosters respect for self and others.
1 Credit	**Health** Students will explore topics on the six components of health: mental/intellectual, emotional, physical, social, spiritual, and environmental health. The curriculum provides practical knowledge and skills that enable students to make responsible decisions regarding their overall health and wellness. Topics explored include nutrition, substance abuse, sexual health, and mental health.

SCIENCE

REQUIRED FOR ALL STUDENTS		
Year 1	1 Credit	**Science I: Freshman Academy** Students will explore general aspects of what science is and how it works. They will be challenged by authentic scientific problems where they will use their skills and knowledge to solve. This course provides students with the understanding of what science is and experimentation. In the Freshman Academy model, we will integrate and co-teach with the other disciples as well as combine activities with an artistic flavor to create meaningful connections.
Year 2	1 Credit	**Science II: Topics in Biology** Students will explore multiple topics to become informed citizens about how our Earth and the organisms on it are changing. This course focuses on the life science discipline in the sequence of science courses. We will explore the topics using a problem-based learning approach. Topics in this course include: cell & molecular biology, genetics, and evolution. The overall purpose of this course is to help students develop a deeper understanding about how we interact with the Earth so we can be informed citizens.

SCIENCE ELECTIVES - 1 credit each	
Environmental Science	**Anatomy and Physiology**
Students will explore what it means to become an informed citizen about how our Earth is changing due to the increasing climate change. Topics that are covered in this course include, but are not limited to: physical changes on the Earth, population trends, food and food deserts, alternative energy, economics/politics, mock-U.N summit on climate change. We will approach topics focusing on local changes and taking action as well as how such actions can be applied globally. Using a problem-based learning approach to engage students is the focal point in this course. Overall, the goal is to appreciate and develop a deeper understanding about our environment and ways to take action to help and protect it. *Prerequisite*: Science II or with permission from the instructor.	Students will explore how the body works at cellular, tissue and system levels. A unique approach to learning the body systems is through case studies that examine disorders/disease in each system. Students take their own vital data (pulse, oxygen levels, respirations, blood pressure) and track it over the entire course to explore how their bodies change over time. Analyzing authentic data engages students in inquiry about their own health. Students will create full-size body models to understand the cardiovascular, brain and nervous system, and respiratory system to develop a sense of where different organs are located. Students will develop a deep understanding of how our bodies work and what might happen when we do not take care of them. *Prerequisite*: Science II or with permission from the instructor.

SOCIAL STUDIES

REQUIRED FOR ALL STUDENTS		
Year 1	1 Credit	**Social Studies I: Freshman Academy** Students will explore the Portrait of a Graduate through the lens of each content area as they work toward answering questions through research, exploration, and service to the community. This course incorporates each of the disciplines and studies local histories and indigenous peoples.
Year 2	1 Credit	**Social Studies II: Black/African American & Latino/Puerto Rican History** Students will investigate events in United States history with a focus on inquiry and diverse voices. It will closely follow the Connecticut Black/Latinx History curriculum. This class will discuss a wide range of issues from the history of civilization up to the present day. Emphasis on open, respectful discussion of issues and maintaining a safe space will be an important focus of this class. Artists and creatives will be studied to learn the many ways people have worked to improve their own lives and the lives of all Americans. Research, writing and inquiry skills will be emphasized in this course, along with opportunities for creativity and arts integration.
Year 3 or 4	1 Credit	**Civics** Students will explore the right to participate in governing ourselves in order to protect our rights and promote our common welfare and how that carries certain responsibilities. Among these responsibilities are the need to develop the knowledge and skills to participate intelligently and to understand willingness to promote liberty and justice for all people. This class will be focused on exploring, practicing, and reflecting upon these and other invaluable foundations of our nation. Project-based learning related to real life issues will be featured.

SOCIAL STUDIES ELECTIVES - 1 credit each			
Psychology	**World Geography**	**Culture of Film***	**Contemporary World Issues**
Students will establish a strong background in the key aspects of psychology. All learning will be project based, arts integrated and collaborative, by exploring topics related to the evolution of psychological theory, the principles of social psychology, brain development, and personality. *Prerequisite*: Social Studies II or with permission from the instructor.	Students will investigate major areas of study in World Geography, including human-environment interaction, human population, movement of people, cultural diffusion, global interconnection related to environmental change, and selected regions past and present.	Students will develop research, writing and inquiry skills, and will partake in opportunities for creativity and arts integration through the lens of watching and analyzing culturally significant films.	Students will work to appreciate and understand current world, regional, and local events and the impact of those on their lives. Students will analyze world events and construct arguments and personal connections. For every issue studied, students will synthesize information from both visual and written sources.
Historical Documentary*	**Philosophy**	**Contemporary Issues in Digital Media and Technology***	
Students are empowered to become Historians and storytellers through the medium of documentary filmmaking. Students will concurrently develop and refine their audio and video skills while analyzing and interpreting historical events.	Students will examine the main areas of philosophy, which include ethics, epistemology, and metaphysics. Through independent investigations and group workshops, students will explore values and beliefs, moral actions, freedom, and what constitutes a fulfilling life. *Prerequisite*: Social Studies II or with permission from the instructor.	Students will explore issues such as cyberbullying, hate speech, privacy violations, digital distraction, and more. Digital media and technology continue to evolve at a fast pace, bringing extraordinary opportunities as well as real challenges for our nation's students. This course explores such issues, and students will be required to develop writing, speaking and listening, and inquiry skills.	

*This course may be counted as an arts elective credit

WORLD LANGUAGE - SPANISH

2 CREDITS ARE REQUIRED FOR ALL STUDENTS		
Year 1	1 Credit	**Spanish I** Students will be introduced to the Spanish language and cultures. Spanish I is an introduction of Spanish at a novice level. We focus on the five C's or standards for World Language which are Communication, Cultures, Connections, Comparisons and Communities. In this course students learn to communicate in the present tense. We take an arts integrated approach to language acquisition, and allow students the opportunity to bring the language to life on stage.
Year 1 or 2	1 Credit	**Spanish II** Students will focus on communication and interactions with the Spanish speaking world. Spanish II is the first semester of intermediate Spanish. We focus on the five C's or standards for World language which are Communication, Cultures, Connections, Comparisons and Communities. In this course students learn to communicate in the present and past tenses. We take an arts integrated approach to language acquisition, and allow students the opportunity to bring the language to life on stage.
Year 2 or 3	1 Credit	**Spanish III (recommended for college)** Students will focus on communication and interactions with the Spanish speaking world. Spanish III is a second semester of intermediate Spanish. We focus on the five C's or standards for World language which are Communication, Cultures, Connections, Comparisons and Communities. In this course students learn to communicate in the past, present and future tenses. We take an arts integrated approach to language acquisition, and allow students the opportunity to bring the language to life on stage.

WORLD LANGUAGE ELECTIVES - 1 credit each	
Spanish IV	**Spanish for Performance***
Students will focus on communication and interactions with the Spanish speaking world. Spanish 4 is the first semester of advanced Spanish. We focus on the five C's or standards for World language which are Communication, Cultures, Connections, Comparisons and Communities. In this course students communicate, at an advanced level, in the past, present and future tenses. We take an arts integrated approach to language acquisition, and allow students the opportunity to bring the language to life on stage.	Students will be able to integrate learning in World Language, with the arts studied here at ACT. In World Language, we focus on the five C's or standards for World language which are Communication, Cultures, Connections, Comparisons and Communities. In this course students focus on the Communities and Connections standards. We take an arts integrated approach to language acquisition, and allow students the opportunity to bring the language to life on stage.

*This course may be counted as an arts elective credit

OTHER REQUIREMENTS

Capstone Research and Writing	Senior Capstone Project
Students will work at their individual pace on a personalized, competency-based learning project. Based on state standards for research and inquiry, students will identify an essential question correlated to their Senior Capstone Project, conduct quality research into the topics, and produce a research paper using MLA guidelines. English/Language Arts standards will be used for the written parts of the assignment. This class is intended to provide time and support for the research and paper writing part of the Senior Capstone Project. ***The paper must be completed and submitted by the end of the semester as a requirement for graduation.***	The focus of the Arts at the Capitol Theater Senior Capstone Project is to engage each student in an independent, personalized learning experience. The project allows students the opportunity to apply and to demonstrate interdisciplinary skills and knowledge while investigating a specialized area of interest, supported by an adult mentor. Each student will have the assistance of a faculty advisor to guide the student through this project, as well as an adult mentor who has specific knowledge of the area the student has chosen to explore. Students will ultimately create and present a Senior Capstone Project that will have a lasting impact on the community (school, town, state, global).
9th Grade Advisory	**10th Grade Advisory**
Students will develop goals that incorporate their personal, artistic, and educational interests. Students will learn to independently monitor and direct their own learning, and ask for help when needed in order to achieve their goals. An expectation of 9th grade advisory is to identify community service and outreach opportunities and take action to make a difference. Lastly, students will use evidence of their own learning to reflect upon their progress throughout the year.	Students will demonstrate personal integrity, honesty, and ethical behavior in multiple situations, and assume shared responsibility. Students will learn to utilize a variety of strategies to persevere to accomplish difficult tasks and to overcome challenges and personal barriers. Students will also identify community service and outreach opportunities and take action to make a difference. Lastly, students can use evidence of their own learning to reflect upon their progress throughout the year.
11th Grade Advisory	**12 Grade Advisory**
Students will conduct themselves in a respectable and professional manner in varying circumstances. Students will also exercise flexibility and compromise to accomplish goals including post-secondary planning.	Students will identify, define, and solve authentic problems and/or essential questions and articulate thoughts effectively using oral, written, and non-verbal communication skills in the capstone project format. Students will clearly articulate post-secondary goals and demonstrate they have taken the necessary steps towards achieving them (i.e., college applications, resume development, etc.) Each 12th grader will at least apply to a college and university as part of this course.
Community Service (50 hours)	**Internship (Optional)**
Students will demonstrate selflessness and generosity, become responsible citizens, and help others by completing community service hours. Students must complete a total of 50 hours and submit the proper documentation including a summary of the experience, what was learned, and verification from the supervisor/verifier of the service.	Juniors and Seniors have the opportunity to intern and gain hand-on experience in an area of interest to them. Each internship is tailored to the student's unique post-secondary career path goals. The internship program offers the chance to work alongside industry professionals; developing valuable life and networking skills.

ARTS AT THE CAPITOL THEATER
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Performing Arts Magnet High School
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EASTCONN, a public, non-profit Regional Educational Service Center, administers Arts at the Capitol Theater. Created in 1980 under Connecticut Statute 10-66a, EASTCONN exists to provide high-quality educational and related services to 36 member Boards of Education and the 33 communities they serve in northeastern Connecticut. We are governed by a Board of Directors, who are members of locally elected Boards of Education.