

Course: Introduction to Drama- 0400300

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3980>

BASIC INFORMATION

Course Number:	0400300
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Introduction to Drama, INTROD DRAMA, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Introduction to Drama
Course Abbreviated Title:	INTROD DRAMA
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students explore various performance, technical, and

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	administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
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STANDARDS (30)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>LAFS.910.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<u>LAFS.910.RL.2.5:</u>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other

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	domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.5:</u>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

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	<p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<u>TH.912.F.1.3:</u>	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
<u>TH.912.F.3.4:</u>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <p>Remarks/Examples</p> <p>e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<u>TH.912.H.2.6:</u>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<u>TH.912.H.3.1:</u>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Remarks/Examples</p> <p>e.g., time management, interpersonal skills, making priorities</p>
<u>TH.912.H.3.3:</u>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<u>TH.912.O.2.4:</u>	Construct and perform a pantomime of a complete story, showing a full character arc.
<u>TH.912.O.3.4:</u>	<p>Create a performance piece to document a significant issue or event.</p> <p>Remarks/Examples</p> <p>e.g., pantomime, improvisation, scene, monologue</p>
<u>TH.912.S.1.1:</u>	Describe the interactive effect of audience members and actors

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	on performances.
<u>TH.912.S.1.6:</u>	Respond appropriately to directorial choices for improvised and scripted scenes.
<u>TH.912.S.1.8:</u>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<u>TH.912.S.2.3:</u>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions. Remarks/Examples e.g., relationships, wants, needs, motivations
<u>TH.912.S.2.4:</u>	Sustain a character or follow technical cues in a production piece to show focus.
<u>TH.912.S.2.8:</u>	Strengthen acting skills by engaging in theatre games and improvisations. Remarks/Examples e.g., concentration, observation, imagination, sense memory, listening, reacting
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.3:</u>	Develop acting skills and techniques in the rehearsal process.
<u>TH.912.S.3.9:</u>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

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Course: Theatre 1- 0400310

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BASIC INFORMATION

Course Number:	0400310
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Theatre 1, Theatre, THEATRE 1, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Theatre 1
Course Abbreviated Title:	THEATRE 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	This course is designed for students with little or no theatre

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	<p>experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.</p>
<p>General Notes:</p>	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (45)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[LAFS.910.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and

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	secondary sources, attending to such features as the date and origin of the information.
<u>LAFS.910.RL.2.5:</u>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

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<u>TH.912.C.1.2:</u>	<p>Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.</p> <p>Remarks/Examples</p> <p>e.g., physical, vocal, emotional</p>
<u>TH.912.C.1.3:</u>	<p>Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.</p>
<u>TH.912.C.2.1:</u>	<p>Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.</p>
<u>TH.912.C.2.5:</u>	<p>Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.</p>
<u>TH.912.C.2.7:</u>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</p>
<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<u>TH.912.C.3.1:</u>	<p>Explore commonalities between works of theatre and other performance media.</p> <p>Remarks/Examples</p> <p>e.g., dance, mime, movies, street theatre, poetry reading</p>
<u>TH.912.C.3.3:</u>	<p>Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.</p>
<u>TH.912.F.1.1:</u>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>Remarks/Examples</p> <p>e.g., scenery, costumes, props</p>

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<u>TH.912.F.1.2:</u>	Solve short conflict-driven scenarios through improvisation.
<u>TH.912.F.2.2:</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.F.3.5:</u>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples e.g., script-writing, set design, costume design
<u>TH.912.H.1.1:</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.2:</u>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<u>TH.912.H.2.6:</u>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples

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	e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.H.3.5:</u>	<p>Explain how the social interactions of daily life are manifested in theatre.</p> <p>Remarks/Examples</p> <p>e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
<u>TH.912.O.1.1:</u>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.2.4:</u>	Construct and perform a pantomime of a complete story, showing a full character arc.
<u>TH.912.O.2.8:</u>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<u>TH.912.O.3.2:</u>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<u>TH.912.S.1.1:</u>	Describe the interactive effect of audience members and actors on performances.
<u>TH.912.S.1.6:</u>	Respond appropriately to directorial choices for improvised and scripted scenes.
<u>TH.912.S.2.2:</u>	Apply technical knowledge of safety procedures and demonstrate

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	safe operation of theatre equipment, tools, and raw materials. Remarks/Examples e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<u>TH.912.S.2.3:</u>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions. Remarks/Examples e.g., relationships, wants, needs, motivations
<u>TH.912.S.2.4:</u>	Sustain a character or follow technical cues in a production piece to show focus.
<u>TH.912.S.2.8:</u>	Strengthen acting skills by engaging in theatre games and improvisations. Remarks/Examples e.g., concentration, observation, imagination, sense memory, listening, reacting
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.3:</u>	Develop acting skills and techniques in the rehearsal process.



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Course: Theatre 2- 0400320

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BASIC INFORMATION

Course Number:	0400320
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Theatre 2, Theatre, THEATRE 2, Performing Fine Arts,
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Theatre 2
Course Abbreviated Title:	THEATRE 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	This course is designed for students with a year of experience or

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	<p>more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights’ contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.</p>
<p>General Notes:</p>	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (63)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>LAFS.910.RI.1.2:</u></p>	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
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<u>LAFS.910.RI.1.3:</u>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<u>LAFS.910.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples
	Some examples are video analysis and checklist.
<u>PF.912.M.1.5:</u>	Apply strategies for self improvement based on individual

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	strengths and needs.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.1.2:</u>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Remarks/Examples e.g., physical, vocal, emotional
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.5:</u>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.2.4:</u>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<u>TH.912.C.2.6:</u>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.1:</u>	Explore commonalities between works of theatre and other performance media. Remarks/Examples

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	e.g., dance, mime, movies, street theatre, poetry reading
<u>TH.912.C.3.3:</u>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.1.2:</u>	Solve short conflict-driven scenarios through improvisation.
<u>TH.912.F.2.2:</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<u>TH.912.F.2.3:</u>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.F.3.5:</u>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples e.g., script-writing, set design, costume design
<u>TH.912.F.3.7:</u>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by

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	diverse playwrights to enrich one’s perspective of the world.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.1:</u>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
<u>TH.912.H.2.11:</u>	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
<u>TH.912.H.2.2:</u>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<u>TH.912.H.2.3:</u>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.H.3.4:</u>	Create a routine of wellness and care for the actor’s physical being as a performance instrument.

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<p><u>TH.912.H.3.5:</u></p>	<p>Explain how the social interactions of daily life are manifested in theatre. Remarks/Examples</p> <p>e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
<p><u>TH.912.O.1.1:</u></p>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<p><u>TH.912.O.2.2:</u></p>	<p>Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.</p>
<p><u>TH.912.O.2.4:</u></p>	<p>Construct and perform a pantomime of a complete story, showing a full character arc.</p>
<p><u>TH.912.O.2.8:</u></p>	<p>Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.</p>
<p><u>TH.912.O.3.2:</u></p>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<p><u>TH.912.O.3.3:</u></p>	<p>Analyze and demonstrate how to use various media to impact theatrical productions. Remarks/Examples</p> <p>e.g., projections, digital video, sound, animation, intelligent lighting</p>
<p><u>TH.912.O.3.4:</u></p>	<p>Create a performance piece to document a significant issue or event. Remarks/Examples</p>

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Course: Theatre 3 Honors- 0400330

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4041>

BASIC INFORMATION

Course Number:	0400330
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Theatre 3 Honors, Theatre, Honors, THEATRE 3 HON, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Theatre 3 Honors
Course Abbreviated Title:	THEATRE 3 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Honors?	Yes
Version Description:	<p>This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.</p>
General Notes:	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

STANDARDS (84)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

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MAFS.K12.MP.5.1: Use appropriate tools strategically.
 MAFS.K12.MP.6.1: Attend to precision.
 MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>LAFS.1112.RL.1.2:</u>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<u>LAFS.1112.RL.1.3:</u>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	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.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.1.2:</u>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Remarks/Examples e.g., physical, vocal, emotional
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.4:</u>	Research and define the physical/visual elements necessary to

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	<p>create theatrical reality for a specific historical and/or geographical play.</p> <p>Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<u>TH.912.C.1.5:</u>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<u>TH.912.C.1.8:</u>	<p>Apply the components of aesthetics and criticism to a theatrical performance or design.</p> <p>Remarks/Examples</p> <p>e.g., description, interpretation, judgment, theorizing</p>
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.3:</u>	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions.</p> <p>Remarks/Examples</p> <p>e.g., proscenium, thrust, arena, black box</p>
<u>TH.912.C.2.4:</u>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<u>TH.912.C.2.6:</u>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply

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	suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.1:</u>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<u>TH.912.C.3.2:</u>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<u>TH.912.C.3.3:</u>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.1.2:</u>	Solve short conflict-driven scenarios through improvisation.
<u>TH.912.F.1.3:</u>	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
<u>TH.912.F.2.1:</u>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<u>TH.912.F.2.2:</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<u>TH.912.F.2.3:</u>	Work collaboratively with others to survey the theatre activities

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	in the school, community, and/or region to calculate their impact on the economy.
<u>TH.912.F.2.5:</u>	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.6:</u>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<u>TH.912.F.3.7:</u>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.3:</u>	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.1:</u>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
<u>TH.912.H.2.10:</u>	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.

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<u>TH.912.H.2.3:</u>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<u>TH.912.H.2.6:</u>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<u>TH.912.H.2.8:</u>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.2:</u>	Compare the applications of various art forms used in theatre production.
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.H.3.4:</u>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<u>TH.912.O.1.2:</u>	Compare the conventions of western theatre with eastern theatre practices. Remarks/Examples e.g., puppetry, masks, stage space, symbolism

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<u>TH.912.O.1.4:</u>	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
<u>TH.912.O.2.1:</u>	Apply the principles of dramatic structure to the writing of a one-act play.
<u>TH.912.O.2.2:</u>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<u>TH.912.O.2.4:</u>	Construct and perform a pantomime of a complete story, showing a full character arc.
<u>TH.912.O.2.6:</u>	Deconstruct a play, using an established theory, to understand its dramatic structure.
	Remarks/Examples e.g., Aristotle's Poetics
<u>TH.912.O.2.7:</u>	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
	Remarks/Examples e.g., audience, writing, space, design
<u>TH.912.O.2.8:</u>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<u>TH.912.O.3.2:</u>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
	Remarks/Examples e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
<u>TH.912.O.3.3:</u>	Analyze and demonstrate how to use various media to impact theatrical productions.
	Remarks/Examples e.g., projections, digital video, sound, animation, intelligent lighting

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<u>TH.912.O.3.4:</u>	<p>Create a performance piece to document a significant issue or event.</p> <p>Remarks/Examples</p> <p>e.g., pantomime, improvisation, scene, monologue</p>
<u>TH.912.O.3.5:</u>	<p>Design technical elements to document the progression of a character, plot, or theme.</p>
<u>TH.912.S.1.2:</u>	<p>Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.</p>
<u>TH.912.S.1.3:</u>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Remarks/Examples</p> <p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<u>TH.912.S.1.4:</u>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<u>TH.912.S.1.5:</u>	<p>Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.</p>
<u>TH.912.S.1.6:</u>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p>
<u>TH.912.S.2.1:</u>	<p>Create one or more technical design documents for a theatrical production.</p> <p>Remarks/Examples</p> <p>e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>

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<u>TH.912.S.2.2:</u>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Remarks/Examples e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<u>TH.912.S.2.3:</u>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions. Remarks/Examples e.g., relationships, wants, needs, motivations
<u>TH.912.S.2.5:</u>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.2.8:</u>	Strengthen acting skills by engaging in theatre games and improvisations. Remarks/Examples e.g., concentration, observation, imagination, sense memory, listening, reacting
<u>TH.912.S.2.9:</u>	Research and defend one’s own artistic choices as a designer.
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.3:</u>	Develop acting skills and techniques in the rehearsal process.
<u>TH.912.S.3.4:</u>	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
<u>TH.912.S.3.5:</u>	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to

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	acting.
<u>TH.912.S.3.6:</u>	Compare the Stanislavski Method with other acting methods to support development of a personal method.



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	e.g., pantomime, improvisation, scene, monologue
<u>TH.912.S.1.1:</u>	Describe the interactive effect of audience members and actors on performances.
<u>TH.912.S.1.3:</u>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values
<u>TH.912.S.1.5:</u>	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
<u>TH.912.S.1.6:</u>	Respond appropriately to directorial choices for improvised and scripted scenes.
<u>TH.912.S.2.1:</u>	Create one or more technical design documents for a theatrical production. Remarks/Examples e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
<u>TH.912.S.2.2:</u>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Remarks/Examples e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<u>TH.912.S.2.3:</u>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions. Remarks/Examples e.g., relationships, wants, needs, motivations
<u>TH.912.S.2.4:</u>	Sustain a character or follow technical cues in a production piece to show focus.

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<u>TH.912.S.2.5:</u>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.2.8:</u>	Strengthen acting skills by engaging in theatre games and improvisations. Remarks/Examples e.g., concentration, observation, imagination, sense memory, listening, reacting
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.3:</u>	Develop acting skills and techniques in the rehearsal process.



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Course: Theatre 4 Honors- 0400340

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4048>

BASIC INFORMATION

Course Number:	0400340
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Theatre 4 Honors, Theatre, Honors, THEATRE 4 HON, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Theatre 4 Honors
Course Abbreviated Title:	THEATRE 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Honors?	Yes
Version Description:	This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.
General Notes:	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

STANDARDS (91)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

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In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>LAFS.1112.RL.1.2:</u>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<u>LAFS.1112.RL.1.3:</u>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	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.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising,

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	editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples
	Some examples are video analysis and checklist.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.1.1:</u>	Devise an original work based on a global issue that explores various solutions to a problem. Remarks/Examples
	e.g., global warming, AIDS, food shortage, genocide
<u>TH.912.C.1.2:</u>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Remarks/Examples
	e.g., physical, vocal, emotional
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

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<u>TH.912.C.1.5:</u>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<u>TH.912.C.1.8:</u>	Apply the components of aesthetics and criticism to a theatrical performance or design. Remarks/Examples e.g., description, interpretation, judgment, theorizing
<u>TH.912.C.2.2:</u>	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Remarks/Examples e.g., multiple characters, multiple settings, multiple time periods
<u>TH.912.C.2.4:</u>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<u>TH.912.C.2.6:</u>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.1:</u>	Explore commonalities between works of theatre and other performance media.

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	Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<u>TH.912.C.3.2:</u>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<u>TH.912.C.3.3:</u>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.1.3:</u>	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
<u>TH.912.F.1.4:</u>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<u>TH.912.F.2.1:</u>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<u>TH.912.F.2.4:</u>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
<u>TH.912.F.2.5:</u>	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
<u>TH.912.F.3.1:</u>	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Remarks/Examples

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	e.g., leadership, financial needs and structure, marketing, personnel matters
<u>TH.912.F.3.2:</u>	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.6:</u>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<u>TH.912.F.3.8:</u>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<u>TH.912.H.1.1:</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.3:</u>	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.1:</u>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have

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	shaped theatre.
<u>TH.912.H.2.10:</u>	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
<u>TH.912.H.2.3:</u>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<u>TH.912.H.2.4:</u>	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.2.7:</u>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<u>TH.912.H.2.9:</u>	Create scenes that satirize current political or social events. Remarks/Examples e.g., improvise, script, perform
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.2:</u>	Compare the applications of various art forms used in theatre production.
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.H.3.4:</u>	Create a routine of wellness and care for the actor's physical

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	being as a performance instrument.
<u>TH.912.O.1.1:</u>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<u>TH.912.O.1.2:</u>	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p>Remarks/Examples</p> <p>e.g., puppetry, masks, stage space, symbolism</p>
<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.1.4:</u>	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
<u>TH.912.O.2.1:</u>	Apply the principles of dramatic structure to the writing of a one-act play.
<u>TH.912.O.2.2:</u>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<u>TH.912.O.2.3:</u>	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.</p> <p>Remarks/Examples</p> <p>e.g., Shakespeare, classical Greek</p>
<u>TH.912.O.2.4:</u>	Construct and perform a pantomime of a complete story, showing a full character arc.
<u>TH.912.O.2.5:</u>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Remarks/Examples</p>

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	e.g., playwrights, performers, directors, producers, designers
<u>TH.912.O.2.6:</u>	Deconstruct a play, using an established theory, to understand its dramatic structure. Remarks/Examples e.g., Aristotle's Poetics
<u>TH.912.O.2.7:</u>	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Remarks/Examples e.g., audience, writing, space, design
<u>TH.912.O.3.1:</u>	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Remarks/Examples e.g., correct terminology, plots, production meetings, headset etiquette
<u>TH.912.O.3.4:</u>	Create a performance piece to document a significant issue or event. Remarks/Examples e.g., pantomime, improvisation, scene, monologue
<u>TH.912.O.3.5:</u>	Design technical elements to document the progression of a character, plot, or theme.
<u>TH.912.O.3.7:</u>	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Remarks/Examples e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization

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<u>TH.912.S.1.2:</u>	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
<u>TH.912.S.1.3:</u>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values
<u>TH.912.S.1.4:</u>	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Remarks/Examples e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
<u>TH.912.S.1.5:</u>	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
<u>TH.912.S.1.6:</u>	Respond appropriately to directorial choices for improvised and scripted scenes.
<u>TH.912.S.1.7:</u>	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. Remarks/Examples e.g., blocking, pacing, mood, concept, style
<u>TH.912.S.1.8:</u>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<u>TH.912.S.2.2:</u>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Remarks/Examples

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	e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<u>TH.912.S.2.3:</u>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions. Remarks/Examples e.g., relationships, wants, needs, motivations
<u>TH.912.S.2.5:</u>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.2.7:</u>	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
<u>TH.912.S.2.8:</u>	Strengthen acting skills by engaging in theatre games and improvisations. Remarks/Examples e.g., concentration, observation, imagination, sense memory, listening, reacting
<u>TH.912.S.3.1:</u>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.4:</u>	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
<u>TH.912.S.3.7:</u>	Demonstrate the audition process by researching and selecting

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	monologues and presenting a memorized selection.
<u>TH.912.S.3.8:</u>	Direct a scene or one-act play.
<u>TH.912.S.3.9:</u>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.



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Course: Theatre History and Literature 1-0400350

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3985>

BASIC INFORMATION

Course Number:	0400350
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Theatre History and Literature 1, Theatre History, Theatre, History, Literature, THEA HIST LIT 1, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Theatre History and Literature 1
Course Abbreviated Title:	THEA HIST LIT 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	<p>Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.</p>
General Notes:	<p>Instructional Practices</p> <p>Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (35)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.7.1: Look for and make use of structure.

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In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>LAFS.910.RH.1.1:</u>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<u>LAFS.910.RL.1.2:</u>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<u>LAFS.910.RL.1.3:</u>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<u>LAFS.910.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LAFS.910.RL.2.5:</u>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<u>LAFS.910.RL.2.6:</u>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<u>LAFS.910.RL.3.7:</u>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<u>LAFS.910.RL.3.9:</u>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by

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	Shakespeare).
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.1:</u>	Explore commonalities between works of theatre and other performance media. Remarks/Examples

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	e.g., dance, mime, movies, street theatre, poetry reading
<u>TH.912.F.1.4:</u>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.H.1.1:</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.2:</u>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<u>TH.912.H.2.8:</u>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<u>TH.912.H.3.5:</u>	Explain how the social interactions of daily life are manifested in theatre. Remarks/Examples e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
<u>TH.912.O.1.2:</u>	Compare the conventions of western theatre with eastern theatre practices. Remarks/Examples e.g., puppetry, masks, stage space, symbolism

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<p><u>TH.912.O.2.3:</u></p>	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. Remarks/Examples e.g., Shakespeare, classical Greek</p>
<p><u>TH.912.O.2.5:</u></p>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Remarks/Examples e.g., playwrights, performers, directors, producers, designers</p>
<p><u>TH.912.O.2.6:</u></p>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure. Remarks/Examples e.g., Aristotle's Poetics</p>
<p><u>TH.912.O.3.2:</u></p>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Remarks/Examples e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<p><u>TH.912.S.1.4:</u></p>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Remarks/Examples e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<p><u>TH.912.S.2.3:</u></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.</p>

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Course: Theatre History and Literature 2 Honors- 0400360

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4055>

BASIC INFORMATION

Course Number:	0400360
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Theatre History and Literature 2 Honors, Theatre History, Theatre, History, THEA HIST LIT 2 HON, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Theatre History and Literature 2 Honors
Course Abbreviated Title:	THEA HIST LIT 2 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Honors?	Yes
Version Description:	Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	<p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

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STANDARDS (42)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>LAFS.910.RH.1.1:</u>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<u>LAFS.910.RL.1.2:</u>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<u>LAFS.910.RL.1.3:</u>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<u>LAFS.910.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LAFS.910.RL.2.5:</u>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<u>LAFS.910.RI.2.6:</u>	Analyze a particular point of view or cultural experience reflected

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	in a work of literature from outside the United States, drawing on a wide reading of world literature.
<u>LAFS.910.RL.3.7:</u>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<u>LAFS.910.RL.3.9:</u>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>TH.912.C.1.4:</u>	Research and define the physical/visual elements necessary to

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	<p>create theatrical reality for a specific historical and/or geographical play. Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<u>TH.912.C.3.1:</u>	<p>Explore commonalities between works of theatre and other performance media. Remarks/Examples</p> <p>e.g., dance, mime, movies, street theatre, poetry reading</p>
<u>TH.912.F.1.4:</u>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<u>TH.912.F.2.5:</u>	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.5:</u>	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples</p> <p>e.g., script-writing, set design, costume design</p>

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<u>TH.912.H.1.1:</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.10:</u>	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
<u>TH.912.H.2.3:</u>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<u>TH.912.H.2.6:</u>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<u>TH.912.H.2.8:</u>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<u>TH.912.H.2.9:</u>	Create scenes that satirize current political or social events. Remarks/Examples e.g., improvise, script, perform
<u>TH.912.H.3.2:</u>	Compare the applications of various art forms used in theatre production.
<u>TH.912.O.1.2:</u>	Compare the conventions of western theatre with eastern theatre practices. Remarks/Examples e.g., puppetry, masks, stage space, symbolism
<u>TH.912.O.2.3:</u>	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. Remarks/Examples

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	e.g., Shakespeare, classical Greek
<u>TH.912.O.2.5:</u>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Remarks/Examples</p> <p>e.g., playwrights, performers, directors, producers, designers</p>
<u>TH.912.O.2.6:</u>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p>Remarks/Examples</p> <p>e.g., Aristotle's Poetics</p>
<u>TH.912.O.2.7:</u>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p> <p>Remarks/Examples</p> <p>e.g., audience, writing, space, design</p>
<u>TH.912.O.3.2:</u>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<u>TH.912.S.1.4:</u>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>

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<p><u>TH.912.S.2.3:</u></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<p><u>TH.912.S.3.9:</u></p>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.</p>



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	Remarks/Examples e.g., relationships, wants, needs, motivations
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.



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Course: Acting 1- 0400370

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4061>

BASIC INFORMATION

Course Number:	0400370
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Acting 1, Acting, ACTING 1, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Acting 1
Course Abbreviated Title:	ACTING 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Through improvisation, simple scripted scenes, performance

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	<p>projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>
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STANDARDS (37)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and

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	tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.5:</u>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

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<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<u>TH.912.F.1.1:</u>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>Remarks/Examples</p> <p>e.g., scenery, costumes, props</p>
<u>TH.912.F.1.2:</u>	Solve short conflict-driven scenarios through improvisation.
<u>TH.912.F.2.2:</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <p>Remarks/Examples</p> <p>e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.3:</u>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<u>TH.912.H.2.6:</u>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre

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	collaboration to develop creative solutions to real-life issues. Remarks/Examples
	e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples
	e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.H.3.5:</u>	Explain how the social interactions of daily life are manifested in theatre. Remarks/Examples
	e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples
	e.g., beats, actions, subtext
<u>TH.912.O.2.2:</u>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<u>TH.912.O.2.4:</u>	Construct and perform a pantomime of a complete story, showing a full character arc.
<u>TH.912.S.1.1:</u>	Describe the interactive effect of audience members and actors on performances.
<u>TH.912.S.1.6:</u>	Respond appropriately to directorial choices for improvised and scripted scenes.
<u>TH.912.S.2.4:</u>	Sustain a character or follow technical cues in a production piece to show focus.

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<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.2.8:</u>	Strengthen acting skills by engaging in theatre games and improvisations. Remarks/Examples e.g., concentration, observation, imagination, sense memory, listening, reacting
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.3:</u>	Develop acting skills and techniques in the rehearsal process.



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Course: Acting 2- 0400380

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4066>

BASIC INFORMATION

Course Number:	0400380
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Acting 2, Acting, ACTING 2, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Acting 2
Course Abbreviated Title:	ACTING 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students examine the various dimensions of characters through

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	analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character’s point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
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STANDARDS (49)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LAFS.910.SL.1.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

<u>LAFS.910.RH.1.1:</u>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<u>LAFS.910.RL.1.3:</u>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text,

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	interact with other characters, and advance the plot or develop the theme.
<u>LAFS.910.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LAFS.910.RL.2.5:</u>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.1.2:</u>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic

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	<p>choices based on research, rehearsal, feedback, and refinement. Remarks/Examples</p> <p>e.g., physical, vocal, emotional</p>
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.5:</u>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director's vision and/or playwright's intent.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<u>TH.912.C.2.6:</u>	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<u>TH.912.C.3.1:</u>	<p>Explore commonalities between works of theatre and other performance media. Remarks/Examples</p> <p>e.g., dance, mime, movies, street theatre, poetry reading</p>
<u>TH.912.F.1.1:</u>	<p>Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples</p>

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	e.g., scenery, costumes, props
<u>TH.912.F.2.1:</u>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<u>TH.912.F.2.2:</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<u>TH.912.F.2.3:</u>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.6:</u>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.9:</u>	Create scenes that satirize current political or social events. Remarks/Examples e.g., improvise, script, perform

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<p><u>TH.912.H.3.1:</u></p>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples</p> <p>e.g., time management, interpersonal skills, making priorities</p>
<p><u>TH.912.H.3.3:</u></p>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<p><u>TH.912.H.3.4:</u></p>	<p>Create a routine of wellness and care for the actor’s physical being as a performance instrument.</p>
<p><u>TH.912.H.3.5:</u></p>	<p>Explain how the social interactions of daily life are manifested in theatre. Remarks/Examples</p> <p>e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
<p><u>TH.912.O.1.1:</u></p>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<p><u>TH.912.O.1.3:</u></p>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p>
<p><u>TH.912.O.2.2:</u></p>	<p>Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.</p>
<p><u>TH.912.O.2.7:</u></p>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p>

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Course: Acting 3- 0400390

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4077>

BASIC INFORMATION

Course Number:	0400390
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Acting 3, Acting, ACTING 3, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Acting 3
Course Abbreviated Title:	ACTING 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students focus on development of significant acting skills and

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	<p>knowledge of the actor’s literature, compiling a working actor’s portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>
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STANDARDS (61)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>LAFS.1112.RH.1.1:</u>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<u>LAFS.1112.RL.1.3:</u>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<u>LAFS.1112.RI.2.6:</u>	Analyze a case in which grasping a point of view requires

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	distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<u>LAFS.1112.RL.3.7:</u>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<u>LAFS.1112.SL.1.2:</u>	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.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.

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<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.1.2:</u>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Remarks/Examples e.g., physical, vocal, emotional
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.5:</u>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<u>TH.912.C.2.6:</u>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.1:</u>	Explore commonalities between works of theatre and other performance media. Remarks/Examples

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	e.g., dance, mime, movies, street theatre, poetry reading
<u>TH.912.C.3.2:</u>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples
	e.g., scenery, costumes, props
<u>TH.912.F.2.1:</u>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples
	e.g., body of work, references, résumé, artist statement
<u>TH.912.F.2.2:</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<u>TH.912.F.2.5:</u>	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples
	e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.F.3.6:</u>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples
	e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business

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	management, accounting
<u>TH.912.H.1.1:</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.2:</u>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<u>TH.912.H.2.3:</u>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<u>TH.912.H.2.4:</u>	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
<u>TH.912.H.2.7:</u>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer

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	applications, math, science, world languages
<u>TH.912.H.3.4:</u>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.2.2:</u>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<u>TH.912.O.2.4:</u>	Construct and perform a pantomime of a complete story, showing a full character arc.
<u>TH.912.O.2.8:</u>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<u>TH.912.O.3.1:</u>	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Remarks/Examples e.g., correct terminology, plots, production meetings, headset etiquette
<u>TH.912.O.3.4:</u>	Create a performance piece to document a significant issue or event. Remarks/Examples e.g., pantomime, improvisation, scene, monologue
<u>TH.912.S.1.2:</u>	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.

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<p><u>TH.912.S.1.3:</u></p>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Remarks/Examples</p> <p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<p><u>TH.912.S.1.6:</u></p>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p>
<p><u>TH.912.S.1.8:</u></p>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Remarks/Examples</p> <p>e.g., cultural, historical, symbolic, interpretive</p>
<p><u>TH.912.S.2.3:</u></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<p><u>TH.912.S.2.4:</u></p>	<p>Sustain a character or follow technical cues in a production piece to show focus.</p>
<p><u>TH.912.S.2.5:</u></p>	<p>Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.</p>
<p><u>TH.912.S.2.6:</u></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p>
<p><u>TH.912.S.2.8:</u></p>	<p>Strengthen acting skills by engaging in theatre games and improvisations.</p> <p>Remarks/Examples</p> <p>e.g., concentration, observation, imagination, sense memory, listening, reacting</p>

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<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.3:</u>	Develop acting skills and techniques in the rehearsal process.
<u>TH.912.S.3.5:</u>	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
<u>TH.912.S.3.7:</u>	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.



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Course: Acting 4 Honors- 0400400

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4083>

BASIC INFORMATION

Course Number:	0400400
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Acting 4 Honors, Acting, Honors, ACTING 4 HON, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Acting 4 Honors
Course Abbreviated Title:	ACTING 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Honors?	Yes
Version Description:	Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (63)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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<u>LAFS.1112.RH.1.1:</u>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<u>LAFS.1112.RL.1.3:</u>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<u>LAFS.1112.RL.2.5:</u>	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<u>LAFS.1112.RL.2.6:</u>	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<u>LAFS.1112.SL.1.2:</u>	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.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating

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	understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.1.2:</u>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Remarks/Examples e.g., physical, vocal, emotional
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.5:</u>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director's vision and/or playwright's intent.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.2:</u>	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Remarks/Examples e.g., multiple characters, multiple settings, multiple time periods

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<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<u>TH.912.C.2.6:</u>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.1:</u>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<u>TH.912.C.3.2:</u>	Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.2.1:</u>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<u>TH.912.F.2.3:</u>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre

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	process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.F.3.5:</u>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples e.g., script-writing, set design, costume design
<u>TH.912.F.3.6:</u>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<u>TH.912.H.1.1:</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.3:</u>	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.2:</u>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

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Course: Technical Theatre Design & Production 1- 0400410

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4151>

BASIC INFORMATION

Course Number:	0400410
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Technical Theatre Design & Production 1, Technical Theatre, Production, TECH THEA DES&PROD 1, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Technical Theatre Design & Production 1
Course Abbreviated Title:	TECH THEA DES&PROD 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	<p>Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.</p>

STANDARDS (38)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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<u>LAFS.910.RST.1.1:</u>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<u>LAFS.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MII 912 H 3 1</u>	Apply knowledge of science, math, and music to demonstrate,

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	<p>through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>SC.912.P.10.15:</u>	<p>Investigate and explain the relationships among current, voltage, resistance, and power.</p> <p>Remarks/Examples</p> <p>Use Ohm's and Kirchhoff's laws to explain the relationships among circuits.</p>
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.4:</u>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<u>TH.912.C.2.3:</u>	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions.</p> <p>Remarks/Examples</p> <p>e.g., proscenium, thrust, arena, black box</p>
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>

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<u>TH.912.C.3.1:</u>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.3.2:</u>	Compare the applications of various art forms used in theatre production.
<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.3.2:</u>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Remarks/Examples e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-

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	the-round
<u>TH.912.O.3.5:</u>	Design technical elements to document the progression of a character, plot, or theme.
<u>TH.912.O.3.6:</u>	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Remarks/Examples e.g., scale rule, lighting template, stock furniture template, USITT standards
<u>TH.912.S.1.8:</u>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<u>TH.912.S.2.1:</u>	Create one or more technical design documents for a theatrical production. Remarks/Examples e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
<u>TH.912.S.2.2:</u>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Remarks/Examples e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<u>TH.912.S.2.9:</u>	Research and defend one's own artistic choices as a designer.
<u>TH.912.S.3.1:</u>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<u>VA.912.S.2.6:</u>	Incorporate skills, concepts, and media to create images from ideation to resolution. Remarks/Examples

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	e.g., structural elements of art, organizational principles of design, breadth
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.7:</u>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
<u>VA.912.S.3.8:</u>	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Remarks/Examples e.g., media: ceramics, glass, wet, dry, digital

RELATED GLOSSARY TERM DEFINITIONS (6)

Circuit:	An interconnection of electrical elements forming a complete path for the flow of current.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Law :	A statement that describes invariable relationships among

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	phenomena under a specified set of conditions.
Power:	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
Resistance :	The opposition of a body or substance to current passing through it, resulting in a change of electrical energy into heat or another form of energy.
Voltage:	A measure of the difference in electric potential between two points in space, a material, or an electric circuit, expressed in volts.



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<u>TH.912.H.2.3:</u>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<u>TH.912.H.2.7:</u>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<u>TH.912.H.2.8:</u>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.2.4:</u>	Construct and perform a pantomime of a complete story, showing a full character arc.
<u>TH.912.O.2.6:</u>	Deconstruct a play, using an established theory, to understand its dramatic structure. Remarks/Examples

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	e.g., Aristotle's Poetics
<u>TH.912.O.2.8:</u>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<u>TH.912.O.3.4:</u>	Create a performance piece to document a significant issue or event. Remarks/Examples e.g., pantomime, improvisation, scene, monologue
<u>TH.912.S.1.3:</u>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values
<u>TH.912.S.1.4:</u>	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Remarks/Examples e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
<u>TH.912.S.1.5:</u>	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
<u>TH.912.S.1.6:</u>	Respond appropriately to directorial choices for improvised and scripted scenes.
<u>TH.912.S.1.8:</u>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<u>TH.912.S.2.3:</u>	Demonstrate an understanding of a dramatic work by developing

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	<p>a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<u>TH.912.S.2.4:</u>	Sustain a character or follow technical cues in a production piece to show focus.
<u>TH.912.S.2.5:</u>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.3.1:</u>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.3:</u>	Develop acting skills and techniques in the rehearsal process.
<u>TH.912.S.3.6:</u>	Compare the Stanislavski Method with other acting methods to support development of a personal method.
<u>TH.912.S.3.7:</u>	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
<u>TH.912.S.3.9:</u>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

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	Remarks/Examples e.g., audience, writing, space, design
<u>TH.912.O.3.4:</u>	Create a performance piece to document a significant issue or event. Remarks/Examples e.g., pantomime, improvisation, scene, monologue
<u>TH.912.S.1.1:</u>	Describe the interactive effect of audience members and actors on performances.
<u>TH.912.S.1.3:</u>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values
<u>TH.912.S.1.6:</u>	Respond appropriately to directorial choices for improvised and scripted scenes.
<u>TH.912.S.2.3:</u>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Remarks/Examples e.g., relationships, wants, needs, motivations
<u>TH.912.S.2.4:</u>	Sustain a character or follow technical cues in a production piece to show focus.
<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.2.8:</u>	Strengthen acting skills by engaging in theatre games and improvisations. Remarks/Examples e.g., concentration, observation, imagination, sense memory, listening, reacting

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<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.3:</u>	Develop acting skills and techniques in the rehearsal process.



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Course: Technical Theatre: Design and Production for Scenery and Props- 0400407

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4089>

BASIC INFORMATION

Course Number:	0400407
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Technical Theatre: Design and Production for Scenery and Props, TECH THE D/P SCEN PR, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Technical Theatre: Design and Production for Scenery and Props
Course Abbreviated Title:	TECH THE D/P SCEN PR
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

STANDARDS (40)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>LAFS.910.RST.1.1:</u>	Cite specific textual evidence to support analysis of science and
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	technical texts, attending to the precise details of explanations or descriptions.
<u>LAFS.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.910.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.4:</u>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or

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	<p>geographical play. Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.3:</u>	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions. Remarks/Examples</p> <p>e.g., proscenium, thrust, arena, black box</p>
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<u>TH.912.C.3.1:</u>	<p>Explore commonalities between works of theatre and other performance media. Remarks/Examples</p> <p>e.g., dance, mime, movies, street theatre, poetry reading</p>
<u>TH.912.F.1.1:</u>	<p>Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples</p> <p>e.g., scenery, costumes, props</p>

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<p><u>TH.912.F.2.1:</u></p>	<p>Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement</p>
<p><u>TH.912.F.3.3:</u></p>	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p>
<p><u>TH.912.F.3.4:</u></p>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<p><u>TH.912.H.1.2:</u></p>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.</p>
<p><u>TH.912.H.1.5:</u></p>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.</p>
<p><u>TH.912.H.2.5:</u></p>	<p>Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.</p>
<p><u>TH.912.H.3.2:</u></p>	<p>Compare the applications of various art forms used in theatre production.</p>
<p><u>TH.912.H.3.3:</u></p>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<p><u>TH.912.O.1.1:</u></p>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext</p>

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<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.3.2:</u>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Remarks/Examples e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
<u>TH.912.O.3.5:</u>	Design technical elements to document the progression of a character, plot, or theme.
<u>TH.912.O.3.6:</u>	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Remarks/Examples e.g., scale rule, lighting template, stock furniture template, USITT standards
<u>TH.912.S.1.8:</u>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<u>TH.912.S.2.1:</u>	Create one or more technical design documents for a theatrical production. Remarks/Examples e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
<u>TH.912.S.2.2:</u>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Remarks/Examples e.g., tools, ladders, paint, sewing machines, dyes, cosmetics

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: Technical Theatre: Design and Production for Lighting and Sound- 0400408

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4146>

BASIC INFORMATION

Course Number:	0400408
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Technical Theatre: Design and Production for Lighting and Sound, TECH THE D/P LI SOUN, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Technical Theatre: Design and Production for Lighting and Sound
Course Abbreviated Title:	TECH THE D/P LI SOUN
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	<p>Students focus on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. These students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.</p>

STANDARDS (42)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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<u>LAFS.910.RST.1.1:</u>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<u>LAFS.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.910.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
	Remarks/Examples
	e.g., acoustics, sound amplification, materials, mechanics

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<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>SC.912.P.10.15:</u>	Investigate and explain the relationships among current, voltage, resistance, and power. Remarks/Examples
	Use Ohm's and Kirchhoff's laws to explain the relationships among circuits.
<u>SC.912.P.10.20:</u>	Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another. Remarks/Examples
	Describe the measurable properties of waves (velocity, frequency, wavelength, amplitude, period, reflection and refraction) and explain the relationships among them. Recognize that the source of all waves is a vibration and waves carry energy from one place to another. Distinguish between transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). Describe sound as a longitudinal wave whose speed depends on the properties of the medium in which it propagates.
<u>SC.912.P.10.21:</u>	Qualitatively describe the shift in frequency in sound or electromagnetic waves due to the relative motion of a source or a receiver. Remarks/Examples
	Describe the apparent change in frequency of waves due to the motion of a source or a receiver (the Doppler effect).
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.4:</u>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples
	e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level

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<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.3:</u>	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Remarks/Examples e.g., proscenium, thrust, arena, black box
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.1:</u>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.2.1:</u>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement

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<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.3.2:</u>	Compare the applications of various art forms used in theatre production.
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.3.2:</u>	Analyze a variety of theatre and staging configurations to

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	<p>understand their influence on the audience experience and response.</p> <p>Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<u>TH.912.O.3.5:</u>	<p>Design technical elements to document the progression of a character, plot, or theme.</p>
<u>TH.912.O.3.6:</u>	<p>Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.</p> <p>Remarks/Examples</p> <p>e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
<u>TH.912.S.1.8:</u>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Remarks/Examples</p> <p>e.g., cultural, historical, symbolic, interpretive</p>
<u>TH.912.S.2.1:</u>	<p>Create one or more technical design documents for a theatrical production.</p> <p>Remarks/Examples</p> <p>e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
<u>TH.912.S.2.2:</u>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <p>Remarks/Examples</p> <p>e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<u>TH.912.S.2.6:</u>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p>
<u>TH.912.S.2.9:</u>	<p>Research and defend one's own artistic choices as a designer.</p>

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<u>TH.912.S.3.1:</u>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<u>VA.912.S.1.7:</u>	<p>Manipulate lighting effects, using various media to create desired results.</p> <p>Remarks/Examples</p> <p>e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed</p>

RELATED GLOSSARY TERM DEFINITIONS (12)

Circuit:	An interconnection of electrical elements forming a complete path for the flow of current.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Energy:	The capacity to do work.
Frequency:	The number of cycles or waves per unit time.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Motion:	The act or process of changing position and/or direction.
Power:	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
Resistance :	The opposition of a body or substance to current passing through it, resulting in a change of electrical energy into heat or another form of energy.

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Velocity:	The time rate at which a body changes its position vector; quantity whose magnitude is expressed in units of distance over time.
Vibration:	A periodic and repetitive movement around an equilibrium point.
Voltage:	A measure of the difference in electric potential between two points in space, a material, or an electric circuit, expressed in volts.
Wavelength:	The distance between crests of a wave.



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Course: Technical Theatre: Design and Production for Costume, Makeup, and Hair-0400409

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4149>

BASIC INFORMATION

Course Number:	0400409
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Technical Theatre: Design and Production for Costume Makeup and Hair, TECH THE D/P CMH, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Technical Theatre: Design and Production for Costume, Makeup, and Hair
Course Abbreviated Title:	TECH THE D/P CMH
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2

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Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

STANDARDS (37)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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<u>LAFS.910.RL.1.3:</u>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<u>LAFS.910.RST.1.1:</u>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<u>LAFS.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.910.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.4:</u>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<u>TH.912.C.3.1:</u>	<p>Explore commonalities between works of theatre and other performance media. Remarks/Examples</p> <p>e.g., dance, mime, movies, street theatre, poetry reading</p>
<u>TH.912.F.1.1:</u>	<p>Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples</p> <p>e.g., scenery, costumes, props</p>

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<u>TH.912.F.2.1:</u>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.3.2:</u>	Compare the applications of various art forms used in theatre production.
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.3.5:</u>	Design technical elements to document the progression of a character, plot, or theme.

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<p><u>TH.912.S.1.8:</u></p>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive</p>
<p><u>TH.912.S.2.1:</u></p>	<p>Create one or more technical design documents for a theatrical production. Remarks/Examples e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
<p><u>TH.912.S.2.2:</u></p>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Remarks/Examples e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<p><u>TH.912.S.2.6:</u></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p>
<p><u>TH.912.S.2.9:</u></p>	<p>Research and defend one’s own artistic choices as a designer.</p>
<p><u>TH.912.S.3.1:</u></p>	<p>Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.</p>
<p><u>VA.912.S.3.12:</u></p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p><u>VA.912.S.3.7:</u></p>	<p>Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>

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VA.912.S.3.8:

Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

Remarks/Examples

e.g., media: ceramics, glass, wet, dry, digital



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<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.2.9:</u>	Research and defend one’s own artistic choices as a designer.
<u>TH.912.S.3.1:</u>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<u>VA.912.C.1.7:</u>	Analyze challenges and identify solutions for three-dimensional structural problems.
<u>VA.912.S.2.2:</u>	Focus on visual information and processes to complete the artistic concept.
<u>VA.912.S.3.1:</u>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.



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Course: Technical Theatre Design & Production 1- 0400410

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4151>

BASIC INFORMATION

Course Number:	0400410
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Technical Theatre Design & Production 1, Technical Theatre, Production, TECH THEA DES&PROD 1, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Technical Theatre Design & Production 1
Course Abbreviated Title:	TECH THEA DES&PROD 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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Requirement:	
Version Description:	<p>Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.</p>

STANDARDS (38)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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<u>LAFS.910.RST.1.1:</u>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<u>LAFS.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MII 912 H 3 1</u>	Apply knowledge of science, math, and music to demonstrate,

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	<p>through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>SC.912.P.10.15:</u>	<p>Investigate and explain the relationships among current, voltage, resistance, and power.</p> <p>Remarks/Examples</p> <p>Use Ohm's and Kirchhoff's laws to explain the relationships among circuits.</p>
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.4:</u>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<u>TH.912.C.2.3:</u>	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions.</p> <p>Remarks/Examples</p> <p>e.g., proscenium, thrust, arena, black box</p>
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>

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<u>TH.912.C.3.1:</u>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.3.2:</u>	Compare the applications of various art forms used in theatre production.
<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.3.2:</u>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Remarks/Examples e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-

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	the-round
<u>TH.912.O.3.5:</u>	Design technical elements to document the progression of a character, plot, or theme.
<u>TH.912.O.3.6:</u>	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Remarks/Examples e.g., scale rule, lighting template, stock furniture template, USITT standards
<u>TH.912.S.1.8:</u>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<u>TH.912.S.2.1:</u>	Create one or more technical design documents for a theatrical production. Remarks/Examples e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
<u>TH.912.S.2.2:</u>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Remarks/Examples e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<u>TH.912.S.2.9:</u>	Research and defend one's own artistic choices as a designer.
<u>TH.912.S.3.1:</u>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<u>VA.912.S.2.6:</u>	Incorporate skills, concepts, and media to create images from ideation to resolution. Remarks/Examples

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	e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Remarks/Examples e.g., media: ceramics, glass, wet, dry, digital

RELATED GLOSSARY TERM DEFINITIONS (6)

Circuit:	An interconnection of electrical elements forming a complete path for the flow of current.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Law :	A statement that describes invariable relationships among

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	phenomena under a specified set of conditions.
Power:	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
Resistance :	The opposition of a body or substance to current passing through it, resulting in a change of electrical energy into heat or another form of energy.
Voltage:	A measure of the difference in electric potential between two points in space, a material, or an electric circuit, expressed in volts.



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Course: Technical Theatre Design & Production 2- 0400420

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4154>

BASIC INFORMATION

Course Number:	0400420
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Technical Theatre Design & Production 2, Technical Theatre Design, TECH THEA DES&PROD 2, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Technical Theatre Design & Production 2
Course Abbreviated Title:	TECH THEA DES&PROD 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

STANDARDS (57)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

<u>LAFS.910.RL.1.2:</u>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an
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	objective summary of the text.
<u>LAFS.910.RL.1.3:</u>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<u>LAFS.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis,

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	reflection, and research.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.4:</u>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director's vision and/or playwright's intent.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.4:</u>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<u>TH.912.C.2.6:</u>	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

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	Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.3:</u>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.2.2:</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<u>TH.912.F.2.3:</u>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.5:</u>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples e.g., script-writing, set design, costume design
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.11:</u>	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
<u>TH.912.H.2.2:</u>	Research and discuss the effects of personal experience, culture,

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	and current events that shape individual response to theatrical works.
<u>TH.912.H.2.3:</u>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.2:</u>	Compare the applications of various art forms used in theatre production.
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.H.3.5:</u>	Explain how the social interactions of daily life are manifested in theatre. Remarks/Examples e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<u>TH.912.O.1.2:</u>	Execute the responsibilities of director, designer, manager,

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	technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.3.1:</u>	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Remarks/Examples e.g., correct terminology, plots, production meetings, headset etiquette
<u>TH.912.O.3.5:</u>	Design technical elements to document the progression of a character, plot, or theme.
<u>TH.912.O.3.6:</u>	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Remarks/Examples e.g., scale rule, lighting template, stock furniture template, USITT standards
<u>TH.912.O.3.7:</u>	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Remarks/Examples e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
<u>TH.912.S.1.6:</u>	Respond appropriately to directorial choices for improvised and scripted scenes.
<u>TH.912.S.1.8:</u>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<u>TH.912.S.2.1:</u>	Create one or more technical design documents for a theatrical production. Remarks/Examples

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	e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
<u>TH.912.S.2.2:</u>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Remarks/Examples
	e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<u>TH.912.S.2.4:</u>	Sustain a character or follow technical cues in a production piece to show focus.
<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.2.9:</u>	Research and defend one's own artistic choices as a designer.
<u>TH.912.S.3.1:</u>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>VA.912.S.2.6:</u>	Incorporate skills, concepts, and media to create images from ideation to resolution. Remarks/Examples
	e.g., structural elements of art, organizational principles of design, breadth
<u>VA.912.S.3.12:</u>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Remarks/Examples
	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<u>VA.912.S.3.7:</u>	Use and maintain tools and equipment to facilitate the creative process. Remarks/Examples
	e.g., sewing machine, pottery wheel, kiln, technology, printing

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	press, hand tools
<u>VA.912.S.3.8:</u>	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Remarks/Examples e.g., media: ceramics, glass, wet, dry, digital



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Course: Technical Theatre Design & Production 3- 0400430

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4164>

BASIC INFORMATION

Course Number:	0400430
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Technical Theatre Design & Production 3, Technical Theatre Design, TECH THEA DES&PROD 3, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Technical Theatre Design & Production 3
Course Abbreviated Title:	TECH THEA DES&PROD 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

STANDARDS (58)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>LAFS.1112.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<u>LAFS.1112.RI.1.3:</u>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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<u>LAFS.1112.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	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.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>TH.912.C.1.4:</u>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or

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	geographical play. Remarks/Examples e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.4:</u>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<u>TH.912.C.2.6:</u>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.3:</u>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.2.3:</u>	Work collaboratively with others to survey the theatre activities

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	in the school, community, and/or region to calculate their impact on the economy.
<u>TH.912.F.2.4:</u>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.5:</u>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples e.g., script-writing, set design, costume design
<u>TH.912.F.3.6:</u>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<u>TH.912.F.3.7:</u>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<u>TH.912.F.3.8:</u>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<u>TH.912.H.1.1:</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to

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	perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.11:</u>	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.2.6:</u>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<u>TH.912.H.2.8:</u>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<u>TH.912.O.1.2:</u>	Compare the conventions of western theatre with eastern theatre practices. Remarks/Examples e.g., puppetry, masks, stage space, symbolism

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<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.2.5:</u>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Remarks/Examples</p> <p>e.g., playwrights, performers, directors, producers, designers</p>
<u>TH.912.O.2.7:</u>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p> <p>Remarks/Examples</p> <p>e.g., audience, writing, space, design</p>
<u>TH.912.O.3.3:</u>	<p>Analyze and demonstrate how to use various media to impact theatrical productions.</p> <p>Remarks/Examples</p> <p>e.g., projections, digital video, sound, animation, intelligent lighting</p>
<u>TH.912.O.3.6:</u>	<p>Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.</p> <p>Remarks/Examples</p> <p>e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
<u>TH.912.O.3.7:</u>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.</p> <p>Remarks/Examples</p> <p>e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>

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<u>TH.912.S.1.3:</u>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values
<u>TH.912.S.1.6:</u>	Respond appropriately to directorial choices for improvised and scripted scenes.
<u>TH.912.S.1.8:</u>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<u>TH.912.S.2.1:</u>	Create one or more technical design documents for a theatrical production. Remarks/Examples e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
<u>TH.912.S.2.2:</u>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Remarks/Examples e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<u>TH.912.S.2.4:</u>	Sustain a character or follow technical cues in a production piece to show focus.
<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.2.9:</u>	Research and defend one's own artistic choices as a designer.
<u>TH.912.S.3.1:</u>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

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<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.9:</u>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<u>VA.912.S.2.6:</u>	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Remarks/Examples</p> <p>e.g., structural elements of art, organizational principles of design, breadth</p>



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Course: Technical Theatre Design & Production 4 Honors- 0400440

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4172>

BASIC INFORMATION

Course Number:	0400440
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Technical Theatre Design & Production 4 Honors, Technical Theatre Design, TECH THEA DES&PROD 4H, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Technical Theatre Design & Production 4 Honors
Course Abbreviated Title:	TECH THEA DES&PROD4H
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (61)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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<u>LAFS.1112.RI.1.3:</u>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<u>LAFS.1112.RL.1.3:</u>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<u>LAFS.1112.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	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.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating

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	understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>TH.912.C.1.4:</u>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<u>TH.912.C.1.8:</u>	Apply the components of aesthetics and criticism to a theatrical performance or design. Remarks/Examples e.g., description, interpretation, judgment, theorizing
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.4:</u>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<u>TH.912.C.2.6:</u>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples

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	e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.2:</u>	Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.
<u>TH.912.C.3.3:</u>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.1.4:</u>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<u>TH.912.F.2.1:</u>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<u>TH.912.F.2.4:</u>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
<u>TH.912.F.2.5:</u>	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
<u>TH.912.F.3.1:</u>	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters

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<u>TH.912.F.3.2:</u>	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.8:</u>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<u>TH.912.H.1.1:</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.2:</u>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<u>TH.912.H.1.3:</u>	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.4:</u>	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.2.7:</u>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.

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<u>TH.912.H.3.1:</u>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Remarks/Examples</p> <p>e.g., time management, interpersonal skills, making priorities</p>
<u>TH.912.H.3.3:</u>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<u>TH.912.O.1.1:</u>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<u>TH.912.O.1.3:</u>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p>
<u>TH.912.O.2.3:</u>	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.</p> <p>Remarks/Examples</p> <p>e.g., Shakespeare, classical Greek</p>
<u>TH.912.O.2.5:</u>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Remarks/Examples</p> <p>e.g., playwrights, performers, directors, producers, designers</p>
<u>TH.912.O.2.7:</u>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer</p>

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	<p>experiences.</p> <p>Remarks/Examples</p> <p>e.g., audience, writing, space, design</p>
<u>TH.912.O.3.6:</u>	<p>Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.</p> <p>Remarks/Examples</p> <p>e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
<u>TH.912.O.3.7:</u>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.</p> <p>Remarks/Examples</p> <p>e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>
<u>TH.912.S.1.3:</u>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Remarks/Examples</p> <p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<u>TH.912.S.1.4:</u>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<u>TH.912.S.1.6:</u>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p>
<u>TH.912.S.1.8:</u>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are</p>

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	<p>most interesting and that best convey dramatic intent.</p> <p>Remarks/Examples</p> <p>e.g., cultural, historical, symbolic, interpretive</p>
TH.912.S.2.1:	<p>Create one or more technical design documents for a theatrical production.</p> <p>Remarks/Examples</p> <p>e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
TH.912.S.2.2:	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <p>Remarks/Examples</p> <p>e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
TH.912.S.2.6:	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p>
TH.912.S.2.9:	<p>Research and defend one’s own artistic choices as a designer.</p>
TH.912.S.3.1:	<p>Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.</p>
TH.912.S.3.2:	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p>
TH.912.S.3.4:	<p>Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.</p>
TH.912.S.3.9:	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.</p>
VA.912.S.2.6:	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Remarks/Examples</p> <p>e.g., structural elements of art, organizational principles of</p>

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Course: Theatrical Direction and Stage Management 1- 0400500

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4175>

BASIC INFORMATION

Course Number:	0400500
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Theatrical Direction and Stage Management 1, Stage Management, THEA DIR & ST MAN 1, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Theatrical Direction and Stage Management 1
Course Abbreviated Title:	THEA DIR & ST MAN 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

STANDARDS (46)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>LAFS.1112.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is
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	particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<u>LAFS.1112.SL.1.2:</u>	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.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.6:</u>	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.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.4:</u>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director’s vision and/or playwright’s intent.

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<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<u>TH.912.C.3.2:</u>	Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.
<u>TH.912.C.3.3:</u>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<u>TH.912.F.1.4:</u>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<u>TH.912.F.2.4:</u>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
<u>TH.912.F.3.2:</u>	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.6:</u>	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p> <p>Remarks/Examples</p> <p>e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>

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<u>TH.912.F.3.8:</u>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<u>TH.912.H.1.1:</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.2:</u>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<u>TH.912.H.2.3:</u>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.2.6:</u>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.H.3.5:</u>	Explain how the social interactions of daily life are manifested in theatre. Remarks/Examples e.g., cooperation, communication, consensus, self-esteem,

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	taking risks, sympathy, empathy
<u>TH.912.O.1.1:</u>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.2.2:</u>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<u>TH.912.O.2.6:</u>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p>Remarks/Examples</p> <p>e.g., Aristotle's Poetics</p>
<u>TH.912.O.3.1:</u>	<p>Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.</p> <p>Remarks/Examples</p> <p>e.g., correct terminology, plots, production meetings, headset etiquette</p>
<u>TH.912.O.3.2:</u>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<u>TH.912.O.3.3:</u>	Analyze and demonstrate how to use various media to impact theatrical productions.

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	<p>Remarks/Examples</p> <p>e.g., projections, digital video, sound, animation, intelligent lighting</p>
<u>TH.912.O.3.7:</u>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.</p> <p>Remarks/Examples</p> <p>e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>
<u>TH.912.S.1.4:</u>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<u>TH.912.S.1.7:</u>	<p>Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.</p> <p>Remarks/Examples</p> <p>e.g., blocking, pacing, mood, concept, style</p>
<u>TH.912.S.1.8:</u>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Remarks/Examples</p> <p>e.g., cultural, historical, symbolic, interpretive</p>
<u>TH.912.S.2.3:</u>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Remarks/Examples</p>

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	e.g., relationships, wants, needs, motivations
<u>TH.912.S.2.7:</u>	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.8:</u>	Direct a scene or one-act play.
<u>TH.912.S.3.9:</u>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.



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	design, breadth
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Course: Theatrical Direction and Stage Management 2 Honors- 0400510

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4177>

BASIC INFORMATION

Course Number:	0400510
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Theatrical Direction and Stage Management 2 Honors, Stage Management, THEA DIR & ST MAN 2H, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Theatrical Direction and Stage Management 2 Honors
Course Abbreviated Title:	THEA DIR & ST MAN 2H
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

STANDARDS (58)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

- LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts,

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and issues, building on others' ideas and expressing their own clearly and persuasively.

<u>LAFS.1112.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<u>LAFS.1112.SL.1.2:</u>	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.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.2.6:</u>	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.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PF.912.M.1.5:</u>	Apply strategies for self improvement based on individual

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	strengths and needs.
<u>TH.912.C.1.4:</u>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<u>TH.912.C.1.8:</u>	<p>Apply the components of aesthetics and criticism to a theatrical performance or design.</p> <p>Remarks/Examples</p> <p>e.g., description, interpretation, judgment, theorizing</p>
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.3:</u>	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions.</p> <p>Remarks/Examples</p> <p>e.g., proscenium, thrust, arena, black box</p>
<u>TH.912.C.2.4:</u>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment

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	tools, coaching, feedback, and/or constructive criticism. Remarks/Examples
	e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.2:</u>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples
	e.g., scenery, costumes, props
<u>TH.912.F.1.4:</u>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<u>TH.912.F.2.1:</u>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples
	e.g., body of work, references, résumé, artist statement
<u>TH.912.F.2.2:</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<u>TH.912.F.2.4:</u>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
<u>TH.912.F.3.2:</u>	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.5:</u>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples

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	e.g., script-writing, set design, costume design
<u>TH.912.F.3.6:</u>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<u>TH.912.F.3.7:</u>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<u>TH.912.F.3.8:</u>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<u>TH.912.H.1.1:</u>	Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.1:</u>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.2.6:</u>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<u>TH.912.H.2.7:</u>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of

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	theatre.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.H.3.4:</u>	Create a routine of wellness and care for the actor’s physical being as a performance instrument.
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<u>TH.912.O.1.3:</u>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<u>TH.912.O.2.5:</u>	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Remarks/Examples e.g., playwrights, performers, directors, producers, designers
<u>TH.912.O.2.6:</u>	Deconstruct a play, using an established theory, to understand its dramatic structure. Remarks/Examples

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	e.g., Aristotle's Poetics
<u>TH.912.O.2.7:</u>	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Remarks/Examples e.g., audience, writing, space, design
<u>TH.912.O.3.1:</u>	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Remarks/Examples e.g., correct terminology, plots, production meetings, headset etiquette
<u>TH.912.O.3.2:</u>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Remarks/Examples e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
<u>TH.912.O.3.7:</u>	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Remarks/Examples e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
<u>TH.912.S.1.3:</u>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values

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<p><u>TH.912.S.1.4:</u></p>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<p><u>TH.912.S.1.7:</u></p>	<p>Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.</p> <p>Remarks/Examples</p> <p>e.g., blocking, pacing, mood, concept, style</p>
<p><u>TH.912.S.1.8:</u></p>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Remarks/Examples</p> <p>e.g., cultural, historical, symbolic, interpretive</p>
<p><u>TH.912.S.2.3:</u></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<p><u>TH.912.S.2.7:</u></p>	<p>Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.</p>
<p><u>TH.912.S.3.1:</u></p>	<p>Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.</p>
<p><u>TH.912.S.3.2:</u></p>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p>

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Course: The Business of Theatre: Management and Promotion- 0400515

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4193>

BASIC INFORMATION

Course Number:	0400515
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, The Business of Theatre: Management and Promotion, Management, Promotion, BUS THEA MGMT PROMO, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	The Business of Theatre: Management and Promotion
Course Abbreviated Title:	BUS THEA MGMT PROMO
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending

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Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students examine the practices and theories fundamental to theatre management and arts administration, focusing on administrative operations and economic aspects of theatre, in particular. Within this framework, students explore the concepts, principles, and techniques used to organize, manage, and promote theatrical productions in educational, community, and commercial settings. As they explore, students learn the basics of professional profit and not-for profit organizations that facilitate, promote, advocate for, fund, and/or govern arts, arts education activities, and/or spaces for arts performances and exhibitions. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

STANDARDS (42)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.910.RL.2.4:

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze

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	the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<u>MA.912.F.2.1:</u>	<p>Calculate the future value of a given amount of money with and without technology. Remarks/Examples</p> <p>Example: Suppose you have \$750 on January 1, 2007. If you deposit this in an account paying 5% interest, compounded quarterly, how much money will be in the account on January 1, 2012? Example: Suppose you deposit \$400 into an account at the beginning of each year, starting Jan 1, 2007. If the account pays 6% interest, compounded annually, how much will be in the account at the end of 5 years?</p>
<u>MA.912.F.3.1:</u>	<p>Compare the advantages and disadvantages of using cash versus a credit card. Remarks/Examples</p> <p>Example: Compare paying for a tank of gasoline in cash or paying with a credit card over a period of time.</p>

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<u>MA.912.F.3.6:</u>	<p>Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees. Remarks/Examples</p> <p>Example: Find the actual cost of a car and interest charged with a showroom price of \$15,999, down payment of \$1,600, rate of interest of 12%, and 30 monthly payments.</p>
<u>MA.912.F.4.2:</u>	<p>Explain cash management strategies including debit accounts, checking accounts, and savings accounts. Remarks/Examples</p> <p>Example: Explain the difference between a checking account and a savings account. Why might you want to have both types of accounts? Why might you want to have only one or the other type? Why is it rare to find someone who has a savings account but no checking account?</p>
<u>MA.912.F.4.4:</u>	<p>Establish a plan to pay off debt. Remarks/Examples</p> <p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

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	Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<u>TH.912.C.3.2:</u>	Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.
<u>TH.912.C.3.3:</u>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<u>TH.912.F.1.4:</u>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<u>TH.912.F.2.1:</u>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<u>TH.912.F.2.2:</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<u>TH.912.F.2.3:</u>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<u>TH.912.F.2.5:</u>	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
<u>TH.912.F.3.1:</u>	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters
<u>TH.912.F.3.2:</u>	Develop a production budget for a hypothetical performance,

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	using real-world numbers, and determine how much to charge the audience in order to cover costs.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.F.3.5:</u>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples e.g., script-writing, set design, costume design
<u>TH.912.F.3.6:</u>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<u>TH.912.F.3.7:</u>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<u>TH.912.H.1.1:</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.1:</u>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.

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<u>TH.912.H.2.2:</u>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<u>TH.912.H.2.7:</u>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.2:</u>	Compare the applications of various art forms used in theatre production.
<u>TH.912.O.3.1:</u>	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Remarks/Examples e.g., correct terminology, plots, production meetings, headset etiquette
<u>TH.912.O.3.3:</u>	Analyze and demonstrate how to use various media to impact theatrical productions. Remarks/Examples e.g., projections, digital video, sound, animation, intelligent lighting
<u>TH.912.S.1.3:</u>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values
<u>TH.912.S.2.9:</u>	Research and defend one's own artistic choices as a designer.

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TH.912.S.3.9:

Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

RELATED GLOSSARY TERM DEFINITIONS (2)

Difference:	A number that is the result of subtraction
Rate:	A ratio that compares two quantities of different units.



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TH.912.S.3.8:

Direct a scene or one-act play.



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Course: Voice and Diction - 0400540

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4200>

BASIC INFORMATION

Course Number:	0400540
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Voice and Diction 1, Voice, Diction, VOICE & DICTION 1, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Voice and Diction
Course Abbreviated Title:	VOICE & DICTON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:

Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

STANDARDS (30)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.910.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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<u>LAFS.910.L.3.6:</u>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.910.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

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<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<u>TH.912.C.2.6:</u>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.2.8:</u>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<u>TH.912.F.1.1:</u>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>Remarks/Examples</p> <p>e.g., scenery, costumes, props</p>
<u>TH.912.F.2.2:</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<u>TH.912.F.3.3:</u>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<u>TH.912.F.3.4:</u>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <p>Remarks/Examples</p> <p>e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<u>TH.912.H.1.4:</u>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.

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<u>TH.912.H.2.3:</u>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<u>TH.912.H.3.4:</u>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<u>TH.912.S.1.1:</u>	Describe the interactive effect of audience members and actors on performances.
<u>TH.912.S.1.3:</u>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values
<u>TH.912.S.2.4:</u>	Sustain a character or follow technical cues in a production piece to show focus.
<u>TH.912.S.2.5:</u>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

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TH.912.S.3.3:

Develop acting skills and techniques in the rehearsal process.



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Course: Theatre Improvisation- 0400620

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4211>

BASIC INFORMATION

Course Number:	0400620
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Theatre Improvisation, Theatre, Improvisation, THEATRE IMPROV, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Theatre Improvisation
Course Abbreviated Title:	THEATRE IMPROV
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

STANDARDS (30)

.In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.5:</u>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<u>TH.912.C.2.1:</u>	Explore and describe possible solutions to production or acting

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	challenges and select the solution most likely to produce desired results.
<u>TH.912.C.2.5:</u>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.F.1.1:</u>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<u>TH.912.F.1.2:</u>	Solve short conflict-driven scenarios through improvisation.
<u>TH.912.F.1.3:</u>	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.9:</u>	Create scenes that satirize current political or social events. Remarks/Examples e.g., improvise, script, perform
<u>TH.912.H.3.1:</u>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities

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<u>TH.912.H.3.3:</u>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<u>TH.912.H.3.4:</u>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<u>TH.912.H.3.5:</u>	Explain how the social interactions of daily life are manifested in theatre. Remarks/Examples e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
<u>TH.912.O.2.4:</u>	Construct and perform a pantomime of a complete story, showing a full character arc.
<u>TH.912.O.2.8:</u>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<u>TH.912.S.1.1:</u>	Describe the interactive effect of audience members and actors on performances.
<u>TH.912.S.2.4:</u>	Sustain a character or follow technical cues in a production piece to show focus.
<u>TH.912.S.2.8:</u>	Strengthen acting skills by engaging in theatre games and improvisations. Remarks/Examples e.g., concentration, observation, imagination, sense memory, listening, reacting
<u>TH.912.S.3.2:</u>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<u>TH.912.S.3.3:</u>	Develop acting skills and techniques in the rehearsal process.

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Course: Theatre, Cinema and Film Production- 0400660

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4214>

BASIC INFORMATION

Course Number:	0400660
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Theatre, Cinema and Film Production, Cinema, Film Production, THEA CIN & FILM PROD, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Theatre, Cinema and Film Production
Course Abbreviated Title:	THEA CIN & FILM PROD
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

STANDARDS (36)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.1112.SL.1.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
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<u>LAFS.1112.SL.1.2:</u>	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.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>TH.912.C.1.3:</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<u>TH.912.C.1.4:</u>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate

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	to economic level
<u>TH.912.C.1.6:</u>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<u>TH.912.C.1.7:</u>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<u>TH.912.C.2.7:</u>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<u>TH.912.C.3.1:</u>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<u>TH.912.C.3.3:</u>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<u>TH.912.F.2.3:</u>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<u>TH.912.F.3.4:</u>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<u>TH.912.H.1.1:</u>	Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.
<u>TH.912.H.1.5:</u>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<u>TH.912.H.2.1:</u>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have

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	shaped theatre.
<u>TH.912.H.2.2:</u>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<u>TH.912.H.2.5:</u>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<u>TH.912.H.2.6:</u>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<u>TH.912.H.2.8:</u>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<u>TH.912.O.1.1:</u>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
	Remarks/Examples
	e.g., beats, actions, subtext
<u>TH.912.O.2.6:</u>	Deconstruct a play, using an established theory, to understand its dramatic structure.
	Remarks/Examples
	e.g., Aristotle's Poetics
<u>TH.912.O.3.5:</u>	Design technical elements to document the progression of a character, plot, or theme.
<u>TH.912.O.3.6:</u>	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
	Remarks/Examples
	e.g., scale rule, lighting template, stock furniture template, USITT standards
<u>TH.912.O.3.7:</u>	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
	Remarks/Examples
	e.g., body language, pantomime, blocking, staging, design

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	elements, characterization, subtext, physical characterization
<u>TH.912.S.1.1:</u>	Describe the interactive effect of audience members and actors on performances.
<u>TH.912.S.1.3:</u>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values
<u>TH.912.S.1.4:</u>	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Remarks/Examples e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
<u>TH.912.S.1.6:</u>	Respond appropriately to directorial choices for improvised and scripted scenes.
<u>TH.912.S.2.6:</u>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<u>TH.912.S.3.1:</u>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<u>TH.912.S.3.9:</u>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

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