

THEATRE TECHNOLOGY CURRICULUM FRAMEWORK



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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
 - Workplace Readiness Skills Assessment
 - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
THEATRE TECHNOLOGY**

PROGRAM TITLE:	THEATRE TECHNOLOGY
STATE SKILL STANDARDS:	THEATRE TECHNOLOGY
STANDARDS REFERENCE CODE:	THTRT
CAREER CLUSTER:	ARTS/AV TECHNOLOGY & COMMUNICATIONS
CAREER PATHWAY:	AV TECHNOLOGY AND FILM
PROGRAM LENGTH:	3 LEVELS (L1, L2, L3C)
PROGRAM ASSESSMENTS:	THEATRE TECHNOLOGY WORKPLACE READINESS SKILLS
CTSO:	N/A
GRADE LEVEL:	9-12
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	CAREERSAFE OSHA

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Theatre Technology industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Theatre Technology
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

THEATRE TECHNOLOGY Core Course Sequence	
THEATRE TECHNOLOGY	LEVEL
Theatre Technology I	L1
Theatre Technology II	L2
Theatre Technology III	L3C
Theatre Technology Advanced Studies*	AS

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”.

(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C)

(Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Theatre Technology I
ABBR. NAME:	THEATRE TECH I
CREDITS:	1
LEVEL:	L1
CIP CODE:	50.0502
PREREQUISITE:	None
CTSO:	N/A
COURSE DESCRIPTION	
This course will introduce the student to the craft and technical skills of a theatrical production. Students will be instructed in an overview of the theatre, design process, theater safety, set construction, stage lighting, sound, and various roles in theatre.	

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : INVESTIGATE THEATRE OPERATIONS

Performance Standard 1.1 : Explain Theatre Hierarchy

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Describe Types of Stages

Performance Indicators : 1.2.1-1.2.2

Performance Standard 1.3 : Understand Stage Geography

Performance Indicators : 1.3.1

CONTENT STANDARD 2.0 : DEMONSTRATE THEATER SAFETY

Performance Standard 2.1 : Explain General Safety, Regulations and Procedures

Performance Indicators : 2.1.1-2.1.7

Performance Standard 2.2 : Utilize Tools and Equipment Safety

Performance Indicators : 2.2.1-2.2.2

Performance Standard 2.3 : Practice Rigging Safety

Performance Indicators : 2.3.1-2.3.2

Performance Standard 2.4 : Practice Lighting and Electrical Safety

Performance Indicators : 2.4.1-2.4.3

Performance Standard 2.5 : Practice Paint, Dye and Chemical Safety

Performance Indicators : 2.5.1-2.5.8

CONTENT STANDARD 3.0 : DEMONSTRATE SET CONSTRUCTION

Performance Standard 3.1 : Apply Scenic Materials and Hardware

Performance Indicators : 3.1.1-3.1.3

Performance Standard 3.2 : Construct Scenic Elements

Performance Indicators : 3.2.1-3.2.3

Performance Standard 3.3 : Build Basic Units of Scenery

Performance Indicators : 3.3.1-3.3.10

Performance Standard 3.4 : Assemble Flats

Performance Indicators : 3.4.1-3.4.5

Performance Standard 3.5 : Understand Production Load In/Out

Performance Indicators : 3.5.1-3.5.3

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CONTENT STANDARD 4.0 : UNDERSTAND LIGHTING DESIGN

Performance Standard 4.1 : Explain Lighting Theory

Performance Indicators : 4.1.1-4.1.2

Performance Standard 4.2 : Compare and Contrast Instruments and Equipment

Performance Indicators : 4.2.1-4.2.2

Performance Standard 4.3 : Demonstrate Hanging and Focusing Lighting Systems

Performance Indicators : 4.3.1-4.3.4

CONTENT STANDARD 5.0 : DEMONSTRATE AUDIO ENGINEERING

Performance Standard 5.1 : Explain the Components of a Sound System

Performance Indicators : 5.1.1-5.1.7

Performance Standard 5.2 : Compare and Contrast Microphones

Performance Indicators : 5.2.1-5.2.4

Performance Standard 5.4 : Demonstrate Recording and Playback

Performance Indicators : 5.4.1-5.4.2

Performance Standard 5.5 : Describe the Function of Amplifiers and Speakers

Performance Indicators : 5.5.1-5.5.2

CONTENT STANDARD 6.0 : PRACTICE STAGE MANAGEMENT

Performance Standard 6.2 : Demonstrate Effective Communication

Performance Indicators : 6.2.1

Performance Standard 6.3 : Describe Performance Duties and Processes

Performance Indicators : 6.3.1-6.3.2

CONTENT STANDARD 7.0 : APPLY SCENIC DESIGN

Performance Standard 7.3 : Utilize Scale Drawings and Ground Plans

Performance Indicators : 7.3.1-7.3.2

CONTENT STANDARD 8.0 : UNDERSTAND COSTUMING

Performance Standard 8.1 : Explain the Functions of Costuming

Performance Indicators : 8.1.1-8.1.4

Performance Standard 8.3 : Demonstrate Wordrobe Maintenance

Performance Indicators : 8.3.1-8.3.3

CONTENT STANDARD 9.0 : UNDERSTAND HOUSE MANAGEMENT AND RELATED BUSINESS FUNCTIONS

Performance Standard 9.1 : Explain House Staff Responsibilities

Performance Indicators : 9.1.1-9.1.4

Performance Standard 9.2 : Develop a Promotion Plan

Performance Indicators : 9.2.1-9.2.4

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EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices

* Refer to the Theatre Technology Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Theatre Technology II
ABBR. NAME:	THEATRE TECH II
CREDITS:	1
LEVEL:	L2
CIP CODE:	50.0502
PREREQUISITE:	Theatre Technology I
CTSO:	N/A
COURSE DESCRIPTION	
<p>This course is a continuation of Theatre Technology I. This course provides intermediate theater technology students with instruction in advanced techniques and processes. Areas of study include lighting, sound, and scenic design, as well as costuming, stage management, and promotion. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : INVESTIGATE THEATRE OPERATIONS

Performance Standard 1.3 : Understand Stage Geography

Performance Indicators : 1.3.2

CONTENT STANDARD 2.0 : DEMONSTRATE THEATER SAFETY

Performance Standard 2.3 : Practice Rigging Safety

Performance Indicators : 2.3.2-2.3.5

Performance Standard 2.4 : Practice Lighting and Electrical Safety

Performance Indicators : 2.4.3

CONTENT STANDARD 3.0 : DEMONSTRATE SET CONSTRUCTION

Performance Standard 3.1 : Apply Scenic Materials and Hardware

Performance Indicators : 3.1.4-3.1.5

Performance Standard 3.2 : Construct Scenic Elements

Performance Indicators : 3.2.4-3.2.7

CONTENT STANDARD 4.0 : UNDERSTAND LIGHTING DESIGN

Performance Standard 4.1 : Explain Lighting Theory

Performance Indicators : 4.1.3

Performance Standard 4.5 : Create a Light Plot

Performance Indicators : 4.5.1-4.5.2

Performance Standard 4.6 : Apply the Design Process to Lighting

Performance Indicators : 4.6.1-4.6.3

CONTENT STANDARD 5.0 : DEMONSTRATE AUDIO ENGINEERING

Performance Standard 5.1 : Explain the Components of a Sound System

Performance Indicators : 5.1.7-5.1.8

Performance Standard 5.2 : Compare and Contrast Microphones

Performance Indicators : 5.2.3-5.2.5

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Performance Standard 5.3 : Apply Various Signal Levels

Performance Indicators : 5.3.1-5.3.3

Performance Standard 5.4 : Demonstrate Recording and Playback

Performance Indicators : 5.4.3

Performance Standard 5.5 : Describe the Function of Amplifiers and Speakers

Performance Indicators : 5.5.3

CONTENT STANDARD 6.0 : PRACTICE STAGE MANAGEMENT

Performance Standard 6.1 : Create a Prompt Book

Performance Indicators : 6.1.1

Performance Standard 6.2 : Demonstrate Effective Communication

Performance Indicators : 6.2.2-6.2.4

Performance Standard 6.3 : Describe Performance Duties and Processes

Performance Indicators : 6.3.2-6.3.6

CONTENT STANDARD 7.0 : APPLY SCENIC DESIGN

Performance Standard 7.1 : Understand Concepts of Scenic Design

Performance Indicators : 7.1.1-7.1.4

Performance Standard 7.2 : Analyze Scenic Designs

Performance Indicators : 7.2.1-7.2.4

Performance Standard 7.3 : Utilize Scale Drawings and Ground Plans

Performance Indicators : 7.3.3-7.3.6

Performance Standard 7.4 : Create Elevations and Models

Performance Indicators : 7.4.1

CONTENT STANDARD 8.0 : UNDERSTAND COSTUMING

Performance Standard 8.2 : Examine Elements and Principles of Costume Design

Performance Indicators : 8.2.1-8.2.5

Performance Standard 8.3 : Demonstrate Wardrobe Maintenance

Performance Indicators : 8.3.4

CONTENT STANDARD 9.0 : UNDERSTAND HOUSE MANAGEMENT AND RELATED BUSINESS FUNCTIONS

Performance Standard 9.1 : Explain House Staff Responsibilities

Performance Indicators : 9.1.5-9.1.6

Performance Standard 9.2 : Develop a Promotion Plan

Performance Indicators : 9.2.5-9.2.9

Performance Standard 9.3 : Prepare a Budget

Performance Indicators : 9.3.1-9.3.2

CONTENT STANDARD 10.0 : RESEARCH CAREERS IN THEATRE

Performance Standard 10.1 : Describe Employment Opportunities

Performance Indicators : 10.1.1

Performance Standard 10.3 : Examine Theatrical Unions

Performance Indicators : 10.3.1

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EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices

* Refer to the Theatre Technology Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Theatre Technology III
ABBR. NAME:	THEATRE TECH III
CREDITS:	1
LEVEL:	L3C
CIP CODE:	50.0502
PREREQUISITE:	Theatre Technology II
PROGRAM ASSESSMENTS:	THEATRE TECHNOLOGY WORKPLACE READINESS SKILLS
CTSO:	N/A

COURSE DESCRIPTION

This course is a continuation of Theatre Technology II. This course provides advanced theater design technology students with instruction in advanced techniques and processes. Areas of study include implementation of lighting, sound and scenic design and house management. Exploration of career opportunities in theatre technology is also emphasized. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

TECHNICAL STANDARDS

CONTENT STANDARD 2.0 : DEMONSTRATE THEATER SAFETY

Performance Standard 2.3 : Practice Rigging Safety

Performance Indicators : 2.3.3-2.3.7

CONTENT STANDARD 3.0 : DEMONSTRATE SET CONSTRUCTION

Performance Standard 3.1 : Apply Scenic Materials and Hardware

Performance Indicators : 3.1.4-3.1.5

Performance Standard 3.2 : Construct Scenic Elements

Performance Indicators : 3.2.6-3.2.7

CONTENT STANDARD 4.0 : UNDERSTAND LIGHTING DESIGN

Performance Standard 4.4 : Program a Lighting System

Performance Indicators : 4.4.1-4.4.4

Performance Standard 4.5 : Create a Light Plot

Performance Indicators : 4.5.1-4.5.2

Performance Standard 4.6 : Apply the Design Process to Lighting

Performance Indicators : 4.6.3-4.6.6

CONTENT STANDARD 5.0 : DEMONSTRATE AUDIO ENGINEERING

Performance Standard 5.2 : Compare and Contrast Microphones

Performance Indicators : 5.2.4-5.2.5

Performance Standard 5.3 : Apply Various Signal Levels

Performance Indicators : 5.3.1-5.3.4

CONTENT STANDARD 6.0 : PRACTICE STAGE MANAGEMENT

Performance Standard 6.1 : Create a Prompt Book

Performance Indicators : 6.1.2

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Performance Standard 6.2 : Demonstrate Effective Communication

Performance Indicators : 6.2.4

Performance Standard 6.3 : Describe Performance Duties and Processes

Performance Indicators : 6.3.4-6.3.8

CONTENT STANDARD 7.0 : APPLY SCENIC DESIGN

Performance Standard 7.1 : Understand Concepts of Scenic Design

Performance Indicators : 7.1.3-7.1.5

Performance Standard 7.2 : Analyze Scenic Designs

Performance Indicators : 7.2.3-7.2.7

Performance Standard 7.3 : Utilize Scale Drawings and Gound Plans

Performance Indicators : 7.3.6-7.3.8

Performance Standard 7.4 : Create Elevations and Models

Performance Indicators : 7.4.2-7.4.3

CONTENT STANDARD 8.0 : UNDERSTAND COSTUMING

Performance Standard 8.2 : Examine Elements and Principles of Costume Design

Performance Indicators : 8.2.5-8.2.6

CONTENT STANDARD 9.0 : UNDERSTAND HOUSE MANAGEMENT AND RELATED BUSINESS FUNCTIONS

Performance Standard 9.1 : Explain House Staff Responsibilities

Performance Indicators : 9.1.7-9.1.8

Performance Standard 9.2 : Develop a Promotion Plan

Performance Indicators : 9.2.10-9.2.11

Performance Standard 9.3 : Prepare a Budget

Performance Indicators : 9.3.3-9.3.4

CONTENT STANDARD 10.0 : RESEARCH CAREERS IN THEATRE

Performance Standard 10.1 : Describe Employment Opportunities

Performance Indicators : 10.1.2-10.1.4

Performance Standard 10.2 : Research Theatre Companies

Performance Indicators : 10.2.1-10.2.4

Performance Standard 10.3 : Examine Theatrical Unions

Performance Indicators : 10.3.2-10.3.4

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EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices

* Refer to the Theatre Technology Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE TITLE: Theatre Technology Advanced Studies

ABBR. NAME: THEATRE TECH AS

CREDITS: 1

LEVEL: AS

CIP CODE: 50.0502

PREREQUISITE: Theatre Technology III

CTSO: N/A

COURSE DESCRIPTION

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- Technical Director
- Internship
- Teaching Assistant
- House Manager