

Theatre Technology Supplemental Program Resources



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Introduction

This document provides supplemental information for the Theatre Technology program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

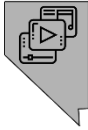
The Equipment List for the Theatre Technology program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Theatre Technology standards for the Arts, A/V Technology and Communications program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Theatre Technology



The Theatre Technology program instructs students in the craft and technical skills of theatrical production. Instruction includes theatre safety, lighting, scenic design and construction, and stage management.

Arts, AV Technology, and Communications Career Cluster

Arts, AV Technology, and Communications is focused on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Postsecondary Options

Associate Degrees

- Journalism/Media Studies: News Production, AA (CSN)
- Theatre, Fine Arts, AA (TMCC)

Bachelor's Degree

- Journalism, BA (UNR)
- Journalism and Media Studies, BA (UNLV)
- Bachelor of Arts in Theatre (UNR)



For additional information on this cluster, please contact:

cteinfo@doe.nv.gov

Website: <https://doe.nv.gov/offices/craleo/cte>

Required Courses

- Theatre Technology I
- Theatre Technology II

Complementary Courses

- Theatre Technology Advanced Studies
- Set Design
- CTE Work Experience – Arts, A/V Technology, and Communications
- IRC- Arts, A/V Technology, and Communications

Work-Based Learning Opportunities

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization



State Recognized Industry Certifications

Refer to the Governor's Office of Workforce Innovation's [Nevada Industry Recognized Credential List](#)

Aligned to Industry

Occupation	Median Wage Per year	Annual Openings	% Growth
Broadcast, Sound and Video Technicians	\$53,960	12,900	2%
Set and Exhibit Designers	\$68,490	3,000	3.8%
Actors	\$23.48/hour	7,000	8%
Post Secondary Teacher	\$80,840	118,800	12%
Producers and Directors	\$85,320	1,600	7%
Dancer and Choreographers	\$22.62/hour	3,000	5%

Source U.S. Bureau of Labor Statistics 2022

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Program Structure for Theatre Technology

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Theatre Technology I	THEATRE TECH I	50.0502	05	056	G	1.00	12	05056G1.0012
R	Theatre Technology II	THEATRE TECH II	50.0502	05	056	G	1.00	22	05056G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Theatre Technology Advanced Studies	THEATRE TECH AS	50.0502	05	056	E	1.00	11	05056E1.0011
C	Set Design	SET DESIGN	50.0502	05	056	E	1.00	11	05056E1.0011
C	Industry Recognized Credential - Theatre Technology	IRC THEATRE TECH	50.0502	10	249	E	1.00	11	10249E1.0011
C	CTE Work Experience - Arts A/V Technology and Communications	WORK EXPER TECH	99.0003	10	248	G	1.00	11	10248G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Theatre Technology I

Prerequisite: None

This course will introduce the student to the craft and technical skills of theatrical production. Students will be instructed in an overview of the theatre, design process, theatre safety, set construction, stage lighting, sound, and various roles in theatre. The appropriate use of technology and industry-standard tools and techniques is an integral part of this course.

Theatre Technology II

Prerequisite: Theatre Technology I

This course is a continuation of Theatre Technology I. This course provides intermediate theatre technology students with instruction in advanced techniques and processes. Areas of study include lighting, sound, and set construction, as well as stage management. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Theatre Technology Advanced Studies

Prerequisite: Completion of Theatre Technology Program of Study

This course is offered to students who have completed all content standards in the Theatre Technology program of study and desire 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.

Set Design

Prerequisite: Completion of Theatre Technology Program of Study

This course is offered to students who have completed all content standards in the Theater Technology program of study. This course provides students with in-depth knowledge in the Set Design process. Areas of study include investigating theatre options, demonstrate theatre safety, demonstrate set construction, understand lighting design, demonstrate audio engineering, practice stage management, apply scenic designs, understand costuming, understand house management and related business functions of the theatre, and research careers in theatre.

Industry-Recognized Credential – Theatre Technology

Prerequisite: Completion of Theatre Technology Program of Study

This course is offered to students who have completed all content standards in the Theatre Technology program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Theatre Technology Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Arts A/V Technology and Communication

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Theatre Technology program.

CTE Classroom Equipment

Total: \$1,560

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
1	Eyewash station	\$300	\$300
2	Fire Extinguisher	\$130	\$260
1	Sink with Soap Dispenser	\$100	\$100
1	First Aid Kit	\$100	\$100

Program Equipment

Total: \$46,600

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Technology Storage/Charging System (optional)	\$2,000	\$2,000
1	Mobile Light Lab Set-up	\$8,000	\$8,000
1	Wireless Telecommunications System	\$3,000	\$3,000
1	Truss Kit (2 goalpost & 2 tower configurations)	\$1,500	\$1,500
1	Washer/Dryer	\$2,000	\$2,000
2	Digital Single-lens Reflex (DSLR) Camera and tripod	\$800	\$1,600
2	Sewing Machine	\$1,000	\$2,000

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Instructional Materials

Total:

\$27,575

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found here .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
5	Spotlight Operation Software (for sequence control)	\$3,715	\$18,575
5	Multimedia Playback Cue-based Software (or Sound and Media Playback Software)	\$800	\$4,000
Varies	Theatre Industry Guides/Handbooks/Toolkits	\$2,000	\$2,000

Instructional Supplies

Total:

\$4,700

QTY	ITEM DESCRIPTION	UNIT	TOTAL
6	Lapel/Lavalier Microphones with Transmitter/Receiver	\$500	\$3,000
2	Gaffers Tape – Black (case)	\$400	\$800
1	Gaffers Tape – Assorted Colors (case)	\$400	\$400
1	Clothing Steamer	\$100	\$100
1	Iron and Ironing Board	\$200	\$200
Varies	Camera Accessories (batteries, memory cards, etc.)	\$200	\$200

Other

Total:

\$1,275

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Occupational Safety and Health Administration (OSHA) Instructor Training	\$300	\$300
25	Occupational Safety and Health Administration (OSHA) Student Exams	\$39	\$975

Category Totals:

Classroom Equipment	\$1,560
Program Equipment	\$46,600
Instructional Materials	\$27,575
Instructional Supplies	\$4,700
Other	\$1,275
Estimated Program Total	\$81,710

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Theatre Technology Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Theatre Technology program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Theatre Technology Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Theatre Technology program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Theatre Technology Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Theatre Technology program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Theatre Technology Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Theatre Technology program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Theatre Technology Standards are crosswalked to the Arts AV, Technology, and Communications Career Cluster™ and the Performing Arts Career Pathway.

Crosswalk of Theatre Technology Program of Study Standards
and the Nevada Academic Content Standards

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.6	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.	1.5.2

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

Nevada Academic Content Standards		Performance Indicators
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	2.1.15, 3.4.1, 3.4.2
RST.11-12.3	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.	2.1.1, 2.1.4, 2.1.7, 2.1.9, 2.1.14 2.1.17, 2.2.3, 2.2.4, 2.2.5, 2.3.3 2.3.4, 2.3.5, 3.3.5, 5.2.2, 5.2.3 6.2.2, 6.3.1, 6.3.2, 6.3.8
RST.11-12.4	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.	2.1.15
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	2.1.15
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	3.1.3, 3.1.4, 3.1.6, 3.3.1, 3.4.5 4.2.2, 4.2.3, 5.1.2, 5.1.4, 5.2.4 5.3.1, 5.4.1, 5.4.2, 6.1.3, 6.3.4 7.1.1, 7.2.1, 7.2.2, 7.2.4, 7.2.5 8.1.1, 8.1.3, 8.1.4, 8.2.2, 8.3.4 9.1.1, 9.2.3, 9.4.1, 9.4.2, 9.4.3 9.5.1, 9.5.2, 9.5.3, 9.5.4, 9.6.2 9.6.4, 9.8.3, 9.8.4, 10.1.1, 10.1.2 10.2.1, 10.2.2, 11.1.1, 11.2.2 11.4.3, 11.4.4, 11.4.5, 11.5.2 11.6.1, 11.6.2, 11.9.1, 12.1.2 12.2.3, 12.3.5, 9.2.2

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<p>RST.11-12.9</p>	<p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<p>2.1.1, 2.1.2, 2.1.9, 2.1.14, 2.2.3 2.2.4, 2.2.5, 2.3.3, 2.3.4, 2.3.5 3.1.1, 3.1.3, 3.1.4, 3.1.6, 3.2.7 3.3.1, 3.3.6, 3.4.1, 3.4.2, 3.4.5 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.2 4.2.3, 5.1.2, 5.1.4, 5.2.4, 5.3.1 5.4.1, 5.4.2, 6.1.2, 6.1.3, 6.1.5 6.1.6, 6.1.7, 6.1.8, 6.1.16, 6.2.1 6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8 6.2.9, 6.2.10, 6.2.11, 6.3.4, 6.3.5 6.3.6, 7.1.1, 7.2.1, 7.2.2, 7.2.4 7.2.5, 8.1.1, 8.1.3, 8.1.4, 8.2.2 8.3.4, 9.1.1, 9.2.2, 9.2.3, 9.4.1 9.4.2, 9.4.3, 9.5.1, 9.5.2, 9.5.3 9.5.4, 9.6.2, 9.6.4, 9.8.1, 9.8.2 9.8.3, 9.8.4, 10.1.1, 10.1.2 10.2.1, 10.2.2, 10.4.1, 10.4.2 11.1.1, 11.2.2, 11.3.1, 11.3.2 11.4.2, 11.4.3, 11.4.4, 11.4.5 11.5.2, 11.6.1, 11.6.2, 11.7.2 11.8.1, 11.8.2, 11.9.1, 11.9.2 12.1.1, 12.1.2, 12.1.3, 12.2.1 12.2.2, 12.2.3, 12.3.1, 12.3.2 12.3.3, 12.3.4, 12.3.5</p>
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English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
<p>SL.11-12.1a</p>	<p>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.</p>	<p>1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2 1.5.2, 2.1.17, 3.1.1, 3.2.7, 3.3.1 3.4.5, 4.2.2, 4.2.3, 5.1.2, 5.1.4 5.2.4, 5.3.1, 5.4.1, 5.4.2, 6.1.3 6.3.4, 7.1.1, 7.2.1, 7.2.2, 7.2.4 7.2.5, 8.1.1, 8.1.3, 8.1.4, 8.2.2 8.3.4, 9.1.1, 9.2.2, 9.2.3, 9.4.1 9.4.2, 9.4.3, 9.5.1, 9.5.2, 9.5.3 9.5.4, 9.6.2, 9.6.4, 9.8.3, 9.8.4 10.1.1, 10.1.2, 10.2.1, 10.2.2 11.1.1, 11.2.2, 11.4.2, 11.4.3 11.4.4, 11.4.5, 11.5.2, 11.6.1 11.6.2, 11.9.1, 12.1.2, 12.2.3 12.3.5</p>

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SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	2.1.9, 2.1.14, 2.2.3, 2.2.4, 2.2.5 2.3.3, 2.3.4, 2.3.5
SL.11-12.2	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.	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2 2.1.17, 3.4.5, 4.2.2, 4.2.3, 5.1.2 5.1.4, 5.2.4, 5.3.1, 5.4.1, 5.4.2 6.1.3, 6.3.4, 7.1.1, 7.2.1, 7.2.2 7.2.4, 7.2.5, 8.1.1, 8.1.3, 8.1.4 8.2.2, 8.3.4, 9.1.1, 9.2.2, 9.2.3 9.4.1, 9.4.2, 9.4.3, 9.5.1, 9.5.2 9.5.3, 9.5.4, 9.6.2, 9.6.4, 9.8.3 9.8.4, 10.1.1, 10.1.2, 10.2.1 10.2.2, 11.1.1, 11.2.2, 11.4.3 11.4.4, 11.4.5, 11.5.2, 11.6.1 11.6.2, 11.9.1, 12.1.2, 12.2.3 12.3.5
SL.11-12.4	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.	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2 1.5.2, 2.1.17, 3.2.7, 3.4.5, 4.2.2 4.2.3, 5.1.2, 5.1.4, 5.2.4, 5.3.1 5.4.1, 5.4.2, 6.1.3, 6.3.4, 7.1.1 7.2.1, 7.2.2, 7.2.4, 7.2.5, 8.1.1 8.1.3, 8.1.4, 8.2.2, 8.3.4, 9.1.1 9.2.2, 9.2.3, 9.4.1, 9.4.2, 9.4.3 9.5.1, 9.5.2, 9.5.3, 9.5.4, 9.6.2 9.6.4, 9.8.3, 9.8.4, 10.1.1, 10.1.2 10.2.1, 10.2.2, 11.1.1, 11.2.2 11.4.2, 11.4.3, 11.4.4, 11.4.5 11.5.2, 11.6.1, 11.6.2, 11.9.1 12.1.2, 12.2.3, 12.3.5

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

Nevada Academic Content Standards	Performance Indicators
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1, 2.1.1, 2.1.15, 3.1.1 3.2.7
WHST.11-12.5 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.	1.4.4

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WHST.11-12.6	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.	1.4.5
WHST.11-12.7	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.	4.1.1, 4.1.2, 4.1.3, 4.1.4, 6.1.2 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.1.16 6.2.1, 6.2.4, 6.2.5, 6.2.6, 6.2.7 6.2.8, 6.2.9, 6.2.10, 6.2.11, 6.3.5 6.3.6, 9.8.1, 9.8.2, 10.4.1, 10.4.2 11.3.1, 11.3.2, 11.7.2, 11.8.1 11.8.2, 11.9.2, 12.1.1, 12.1.3 12.2.1, 12.2.2, 12.3.1, 12.3.2 12.3.3, 12.3.4, 3.4.1, 3.4.2
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	3.3.6, 1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2, 3.4.5, 4.1.1, 4.1.2, 4.1.3 4.1.4, 4.2.2, 4.2.3, 5.1.2, 5.1.4 5.2.4, 5.3.1, 5.4.1, 5.4.2, 6.1.2 6.1.3, 6.1.5, 6.1.6, 6.1.7, 6.1.8 6.1.16, 6.2.1, 6.2.4, 6.2.5, 6.2.6 6.2.7, 6.2.8, 6.2.9, 6.2.10, 6.2.11 6.3.4, 6.3.5, 6.3.6, 7.1.1, 7.2.1 7.2.2, 7.2.4, 7.2.5, 8.1.1, 8.1.3 8.1.4, 8.2.2, 8.3.4, 9.1.1, 9.2.2 9.2.3, 9.4.1, 9.4.2, 9.4.3, 9.5.1 9.5.2, 9.5.3, 9.5.4, 9.6.2, 9.6.4 9.8.1, 9.8.2, 9.8.3, 9.8.4, 10.1.1 10.1.2, 10.2.1, 10.2.2, 10.4.1 10.4.2, 11.1.1, 11.2.2, 11.3.1 11.3.2, 11.4.2, 11.4.3, 11.4.4 11.4.5, 11.5.2, 11.6.1, 11.6.2 11.7.2, 11.8.1, 11.8.2, 11.9.1 11.9.2, 12.1.1, 12.1.2, 12.1.3 12.2.1, 12.2.2, 12.2.3, 12.3.1 12.3.2, 12.3.3, 12.3.4, 12.3.5 3.4.1, 3.4.2

Math: Number & Quantity – Qualities

Nevada Academic Content Standards		Performance Indicators
NQ.A.2	Define appropriate quantities for the purpose of descriptive modeling.	4.1.2

Alignment of Theatre Technology Standards and the Mathematical Practices

Mathematical Practices	Theatre Technology Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	
6. Attend to precision.	4.1.2, 4.2.1
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

Alignment of Theatre Technology Standards and the Science and Engineering Practices

Science and Engineering Practices	Theatre Technology Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	5.6.2
5. Using mathematics and computational thinking.	
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	7.3.7

**Crosswalks of Theatre Technology Standards
and the Common Career Technical Core**

Arts, A/V Technology, and Communications Career Cluster	Performance Indicators
1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology, and Communications Career Cluster.	2.1.1, 2.1.2, 2.1.3, 2.1.4 6.5.3, 7.2.2
2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.	3.1.1-3.1.7, 3.2.1-3.2.2 3.3.1-3.3.5, 3.4.3, 3.5.5 3.5.6, 3.5.7, 3.5.8, 5.2.5
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology, and communications workplace.	2.1.5, 2.1.6
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.	3.5.8, 6.4.2
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology, and Communications Career Pathways.	5.1.1, 7.3.1
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology, and Communications Career Cluster	5,3.2, 5.4.1, 5.4.6, 6.1.8

Performing Arts Career Pathway	Performance Indicators
1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.	2.1.8, 2.1.9, 6.1.8, 7.3.1
2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.	
3. Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures, and historical periods.	
4. Demonstrate knowledge of music theory.	
5. Explain key issues affecting the creation of characters, acting skills and roles.	
6. Create stage, film, television, or electronic media scripts in a variety of traditional and current formats.	
7. Describe how technology and technical support enhance performing arts productions.	
8. Analyze all facets of stage and performing arts production management.	