

DIGITAL THEATRE+

Florida Next Generation State Sunshine Standards for Theatre

Our instructional resources are aligned to your standards to help you meet your teaching objectives. Below is an overview of how our resources are aligned to the Florida Next Generation State Sunshine Standards for Theatre.

GRADES 6-8

BIG IDEA - Critical Thinking	
Standards	Example Content Correlation
1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent	
1.1 Devise an original work based on a community issue that explores various solutions to a problem e.g., health, environment, politics, bullying.	
1.2 Develop a character analysis to support artistic portrayal.	Unlocked: Creating a Character
1.3 Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.	Unlocked
1.4 Create and present a design, production concept, or performance and defend artistic choices.	Unlocked: Creating a Design
1.5 Describe how a theatrical activity can entertain or instruct an audience.	
1.6 Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon.	Any production
2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth	
2.1 Use group-generated criteria to critique others and help strengthen each others performance.	
2.2 Keep a rehearsal journal to document individual performance progress.	
2.3 Ask questions to understand a peer's artistic choices for a performance or design.	
2.4 Defend personal responses to a theatre production.	Any production
3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts	
3.1 Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation e.g., color, texture, shape, form, sound.	Unlocked: Creating a Design
3.2 Compare a film version of a story to its original play form.	Any relevant production
3.3 Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.	

BIG IDEA - Skills, Techniques, and Processes

Standards	Example Content Correlation
1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art	
1.1 Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.	
1.2 Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.	How To: Improvisation
1.3 Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.	Any production
1.4 Discuss the ways in which theatre experiences involve empathy and aesthetic distance e.g., vicarious identification with characters and actions, recognition that the play is not real life.	Unlocked
2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information	
2.1 Discuss the value of collaboration in theatre and work together to create a theatrical production.	Unlocked: Speaking and Listening
2.2 Discuss and apply the theatrical production process to create a live performance.	Spotlight On: The Production Team
2.3 Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.	Comparing Theme
2.4 Memorize and present a character's lines from a monologue or scene.	Speeches & Soliloquies
3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques	
3.1 Develop characterizations, using basic acting skills, appropriate for selected dramatizations e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts.	How To: Improvisation
3.2 Use the elements of dramatic form to stage a play e.g., plot, character, dialogue, conflict and resolution, setting.	Spotlight On: Dramatic Structure
3.3 Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments e.g., people, events, time, place.	Are You Teaching Rehearsal and Collaboration?
3.4 Lead small groups to safely select and create elements of technical theatre to signify a character or setting e.g., scenery, properties, lighting, costumes, make-up, sound.	How To: Makeup

BIG IDEA - Organizational Structure

Standards	Example Content Correlation
1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process	
1.1 Compare different processes an actor uses to prepare for a performance.	Any interview
1.2 Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements e.g., costume, scenery, lighting.	Unlocked: Creating a Design
1.3 Explain the impact of choices made by directors, designers, and actors on audience understanding.	Any production
1.4 Discuss how the whole of a theatre performance is greater than the sum of its parts.	Any production
2. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity	
2.1 Diagram the major parts of a play and their relationships to each other.	Spotlight On: Dramatic Structure
2.2 Explain how a performance would change if depicted in a different location, time, or culture.	Comparing Key Scenes
2.3 Write alternate endings for a specified play.	
2.4 Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.	Unlocking Movement
2.5 Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.	Spotlight On: Shakespeare
3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world	
3.1 Compare theatre and its elements and vocabulary to other art forms.	Comparing Mediums
3.2 Explore how theatre and theatrical works have influenced various cultures.	Spotlight On: World Theatre
3.3 Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.	Unlocked: Speaking and Listening

BIG IDEA - Historical and Global Connections

Standards	Example Content Correlation
1. Through study in the arts, we learn about and honor others and the worlds in which they live(d)	
1.1 Explore potential differences when performing works set in a variety of historical and cultural contexts.	Spotlight On: World Theatre
1.2 Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.	Any production
1.3 Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.	Relevant people pages
1.4 Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.	
1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.	Any production
1.6 Discuss how a performer responds to different audiences.	
2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged	
2.1 Compare western theatre traditions with those of other cultures.	Spotlight On: World Theatre
2.2 Identify examples of American musical theatre productions that reflect specific correlations to American history and culture e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination.	Allegiance
2.3 Analyze theatre history and dramatic literature in the context of societal and cultural history.	Unlocked
2.4 Discuss the differences between presentational and representational theatre styles.	Unlocked: Styles
2.5 Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.	Unlocked
2.6 Describe historical and cultural influences leading to changes in theatre performance spaces and technology e.g., indoor theatres, proscenium, gas lighting, computers.	Unlocked: Theatre History
2.7 Define theatre genres from different periods in history, giving examples of each.	Unlocked: Genres
2.8 Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.	
3. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields	
3.1 Identify principles and techniques that are shared between the arts and other content areas e.g., art elements, writing styles, science and math principles.	Comparing Mediums
3.2 Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.	Any production
3.3 Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.	
3.4 Describe the importance of wellness and care for the actor's physical being as a performance instrument,	
3.5 Describe how social skills learned through play participation are used in other classroom and extracurricular activities e.g., cooperation, communication, collaboration.	Unlocked: Speaking and Listening
3.6 Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.	Unlocking Musical Theatre

BIG IDEA - Innovation, Technology, and the Future

Standards	Example Content Correlation
<p>1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking</p>	
<p>1.1 Manipulate various design components to imagine the world of the character.</p>	<p>Unlocked: Creating a Design</p>
<p>1.2 Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.</p>	<p>How To: Commedia dell'arte</p>
<p>1.3 Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.</p>	
<p>1.4 Survey an aspect of theatre to understand the ways in which technology has affected it over time e.g., staging, lights, costumes.</p>	<p>Comparing Design Choices</p>
<p>2. Careers in and related to the arts significantly and positively impact local and global economies</p>	
<p>2.1 Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.</p>	
<p>2.2 Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.</p>	
<p>2.3 Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters.</p>	
<p>3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>	
<p>3.1 Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright e.g., royalties, copies, changing text.</p>	
<p>3.2 Develop a list of line items that would typically be found in a production budget for a performance e.g., royalties, publicity, set, costumes, theatre rental.</p>	

BIG IDEA - Critical Thinking and Reflection

Standards	Example Content Correlation
1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent	
1.1 Devise an original work based on a global issue that explores various solutions to a problem e.g., global warming, AIDS, food shortage, genocide.	
1.2 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 e.g., physical, vocal, emotional.	Unlocking Voice
1.3 Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.	A Glossary of Theatrical Terminology
1.4 Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level.	How To: Props
1.5 Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.	Unlocked: Creating a Character
1.6 Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.	Unlocked
1.7 Justify personal perceptions of a director's vision and/or playwright's intent.	Any production
1.8 Apply the components of aesthetics and criticism to a theatrical performance or design e.g., description, interpretation, judgment, theorizing.	Any production
2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth	
2.1 Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.	Unlocking Set
2.2 Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience e.g., multiple characters, multiple settings, multiple time periods.	Are You Teaching Rehearsal and Collaboration?
2.3 Analyze different types of stage configurations to determine the effects of each as potential production solutions e.g., proscenium, thrust, arena, black box.	Spotlight On: Types of Stages
2.4 Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.	
2.5 Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.	
2.6 Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.	
2.7 Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.	
2.8 Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism e.g., peer assessment, rubric, criteria, coaching, feedback, criticism.	Unlocking Presentation: Evaluating a Speaker
3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts	
3.1 Explore commonalities between works of theatre and other performance media e.g., dance, mime, movies, street theatre, poetry reading.	Poetry in Action
3.2 Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.	Spotlight On: Evaluating a Play
3.3 Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.	Evaluation Template - Design/ Technical Theatre

BIG IDEA - Skills, Techniques, and Processes

Standards	Example Content Correlation
1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art	
1.1 Describe the interactive effect of audience members and actors on performances.	
1.2 Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.	Stanislavsky Through Practice
1.3 Develop criteria that may be applied to the selection and performance of theatrical work e.g., appropriate to available actors, budget, venue, appropriate to community values.	
1.4 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 e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues.	Any production and accompanying interviews
1.5 Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.	
1.6 Respond appropriately to directorial choices for improvised and scripted scenes.	How To: Improvisation
1.7 Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions e.g., blocking, pacing, mood, concept, style.	Are You Teaching Rehearsal and Collaboration?
1.8 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 e.g., cultural, historical, symbolic, interpretive.	Unlocked
2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information	
2.1 Create one or more technical design documents for a theatrical production e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot.	How To: Set
2.2 Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials e.g., tools, ladders, paint, sewing machines, dyes, cosmetics.	How To: Stage Combat
2.3 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 e.g., relationships, wants, needs, motivations.	Unlocking Script Analysis
2.4 Sustain a character or follow technical cues in a production piece to show focus	
2.5 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.	Speeches & Soliloquies
2.6 Transfer acting and technical skills and techniques from one piece of dramatic text to another.	Comparing Design Choices
2.7 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.	
2.8 Strengthen acting skills by engaging in theatre games and improvisations e.g., concentration, observation, imagination, sense memory, listening, reacting.	Frantic Assembly Studio: Making Work - Games
2.9 Research and defend one's own artistic choices as a designer.	Unlocked: Creating a Design
3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques	
3.1 Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.	Unlocked: Creating a Design
3.2 Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.	Are You Teaching Rehearsal and Collaboration?
3.3 Develop acting skills and techniques in the rehearsal process.	Frantic Assembly Studio: Making Work - Devising
3.4 Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.	How To: Digital Performance
3.5 Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.	Styletaster: Artaud, Grotowski, Stanislavsky
3.6 Compare the Stanislavski Method with other acting methods to support development of a personal method.	Key Concepts in Acting: Stanislavski System
3.7 Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.	Speeches & Soliloquies
3.8 Direct a scene or one-act play	Blood Brothers: In Focus
3.9 Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.	Any interview

BIG IDEA - Organizational Structure

Standards	Example Content Correlation
1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process	
1.1 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 e.g., beats, actions, subtext.	Unlocked
1.2 Compare the conventions of western theatre with eastern theatre practices e.g., puppetry, masks, stage space, symbolism.	Using Mask in Drama
1.3 Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.	My West End
2. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity	
2.1 Apply the principles of dramatic structure to the writing of a one-act play.	Spotlight On: Dramatic Structure
2.2 Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.	Comparing Key Speeches
2.3 Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period e.g., Shakespeare, classical Greek.	Comparing Design Choices
2.4 Construct and perform a pantomime of a complete story, showing a full character arc.	
2.5 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 e.g., playwrights, performers, directors, producers, designers.	Moliere
2.6 Deconstruct a play, using an established theory, to understand its dramatic structure e.g., Aristotle's Poetics.	Spotlight On: Dramatic Structure
2.7 Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences e.g., audience, writing, space, design.	Spotlight On: World Theatre
2.8 Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.	Negative Space
3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world	
3.1 Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process e.g., correct terminology, plots, production meetings, headset etiquette.	Frantic Assembly Studio: Collaborative Theatre Making
3.2 Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round.	Spotlight On: Types of Stages
3.3 Analyze and demonstrate how to use various media to impact theatrical productions e.g., projections, digital video, sound, animation, intelligent lighting.	How To: Digital Performance
3.4 Create a performance piece to document a significant issue or event e.g., pantomime, improvisation, scene, monologue.	
3.5 Design technical elements to document the progression of a character, plot, or theme.	Key Concepts in Theatre Design
3.6 Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents e.g., scale rule, lighting template, stock furniture template, USITT standards.	How To: Set
3.7 Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization.	How To: Stage Combat

BIG IDEA - Historical and Global Connections

Standards	Example Content Correlation
1. Through study in the arts, we learn about and honor others and the worlds in which they live(d)	
1.1 Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.	Unlocked
1.2 Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.	Any production
1.3 Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.	How To: Commedia dell'arte
1.4 Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.	Unlocked
1.5 Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.	Any relevant production
2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged	
2.1 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.	Essential Greeks
2.2 Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.	Any production
2.3 Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.	Any production
2.4 Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.	Critical Introductions
2.5 Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.	Unlocked: Theatre History
2.6 Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.	Any relevant production
2.7 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.	Negative Space
2.8 Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.	Funny Girl
2.9 Create scenes that satirize current political or social events e.g., improvise, script, perform.	
2.10 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.	Funny Girl
2.11 Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.	Stephen Sondheim
3. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields	
3.1 Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues e.g., time management, interpersonal skills, making priorities.	Unlocked: Speaking and Listening
3.2 Compare the applications of various art forms used in theatre production.	How To: Set
3.3 Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages.	How To: Costume
3.4 Create a routine of wellness and care for the actor's physical being as a performance instrument.	
3.5 Explain how the social interactions of daily life are manifested in theatre e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy.	Unlocked: Speaking and Listening

BIG IDEA - Innovation, Technology, and the Future

Standards	Example Content Correlation
1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking	
1.1 Synthesize research, analysis, and imagination to create believable characters and settings e.g., scenery, costumes, props.	How To: Props
1.2 Solve short conflict-driven scenarios through improvisation.	How To: Improvisation
1.3 Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.	Devising with The Paper Birds
1.4 Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.	How To: Digital Performance
2. Careers in and related to the arts significantly and positively impact local and global economies	
2.1 Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity e.g., body of work, references, résumé, artist statement.	
2.2 Assess the skills needed for theatre-related jobs in the community to support career selection.	Building Future Theatre
2.3 Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.	
2.4 Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.	Backstage at Our Town Needs a Nandos
2.5 Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.	
3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts	
3.1 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 e.g., leadership, financial needs and structure, marketing, personnel matters.	Building Future Theatre
3.2 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.	
3.3 Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.	
3.4 Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity.	Any interview
3.5 Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce e.g., script-writing, set design, costume design.	My West End
3.6 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 e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting.	Theatre Production: Roles & Relationships
3.7 Use social networking or other communication technology appropriately to advertise for a production or school event.	
3.8 Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.	