



Developed By
[Scott Wonnell](#)

1/15/2025

COURSE INFORMATION



Stagecraft 1

Introduction

This is a class designed to teach the art of theatrical design, implementation, and production to students who are interested in set construction and decoration, lighting, sound, properties, costumes, company or stage management, and arts administration. Each student will be able to demonstrate a mastery of the fundamental principles of technical production work. When competencies are evaluated and strengths and interests are found each student will specialize in one or two of these areas and pursue major projects and research sharing this knowledge and skill with the class culminating with the successful production of three main stage productions and multiple student projects. This class will also be responsible for running and maintaining the theatre complex for the other performing arts disciplines, the school, and the community.

This course provides a bridge between practical skills (construction, sound mixing, electrical work) and design concepts (mood, modes of artistic expression, etc.). It gives many students a foray into artistic expression that are interested in modes of expression outside of performance. It also serves to connect a wide array of our students at varying levels of academic achievement and school connectedness.

This course was first designed and created by my district colleague at Las Lomas High school. For the past 5 years, a district wide collaboration process has refined the course to align with Common Core ELA standards as well as further support college and career readiness.

The purpose of this course is to arm students with the practical skills they need to implement design in a theatrical or cinematic context and also provide them with the context for developing a design aesthetic that will allow them to create and implement cogent, artistically sound, meaningful work and enable them to be successful in career and college.

Unit 1: Safety Testing, Crew Worksheets/Notes, and Professionalism Worksheets/Notes

Unit 2, 4, 5: Successful design and implementation of crew's element in the main stage production, followed by a self-reflection/evaluation and feedback from the instructors

Unit 3: A written manifesto that articulates the student's belief in the nature and purpose of art supported by examples of design provided by the student.

Unit 6: A model or examples, depending on the crew of that student's design for a show meeting certain criteria that the student would like to see presented at the school in the following year alongside a presentation that articulates the student's reasoning.

1. Direct instruction on safety procedures, professionalism, etiquette, and theatre history
2. Student generated research on theatre history, artistic perception, and design
3. Practical application in production, design, and performance

Course Competencies / Objectives

- Students will describe how to evaluate the qualities of their own strengths, skills and desires in relation to choosing viable career paths to explore.
- Students can describe jobs and careers in the building and construction trades related to theater and entertainment industries.
- Students will articulate the skills and abilities needed for competency in construction trades (painter, carpenter, technical director, designer, etc)
- Students will explain required education, experience and necessary industry certifications required for specific BCT careers
- Students will demonstrate a willingness to learn techniques and tasks quickly. Tasks in construction necessarily change. Your attitude shouldn't. Mastery of this competency is often of a greater value to employers.

- Demonstrate proficiency in theater construction trades technical content through participation in local, regional, state or national conferences.
- Student will produce a resume, cover letter, interview thank you letter and practice job application(s) and/or participate in a practice job interview.
- Understand appropriate use of digital devices and use of social media, and the often negative view of such use by employers, especially in relation to work distractions and safety.
- Identify common hazards found in a workshop, job site, and theater.
- Explain and identify proper personal protection for various types of construction work.
- Describe proper material handling methods to reduce the risk of injuries
- Students will demonstrate reading a tape to measure to 1/16" accuracy
- Students demonstrate their ability to add, subtract, multiply and divide fractional and decimal measurements, and where they would be used.
- Students will be able to perform linear measurement using tape measure or similar measurement device

Units in this Course

Unit One Theatre Safety and Theatre Etiquette: Introduction to professionalism

5 In Class

5 Lab

10 Out of Class

20 Total

Theatre Safety and Theatre Etiquette: Introduction to professionalism

This first unit includes mandatory safety testing with questions taken from OSHA documentation and IATSE, the professional technical union. This testing includes emergency procedures, equipment tutorials in lighting, sound, set, costumes, properties, and the theatre at large, theatre etiquette (audience and working).

Students will see presentation of the roles and responsibilities of each of the six crews: lights, sound, set, costumes/props (including stage weaponry), publicity, and management. From here they will make a commitment to a crew and participate in some team-building exercises with that crew, led by that crew's leader, the production manager, and stagecraft teacher.

Standards covered in this unit:

C1.1

Understand technical support functions in the arts industry.

C2.1

Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.

C2.2

Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.

C2.3

Identify the activities and linkages from each stage associated with the pre-production, production,

Page 2

Stagecraft

and post-production of a creative project.

C2.4

Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or productions

Unit 2 Production Number 1

10 In Class

40 Lab

10 Out of Class

60 Total

After testing is complete, crews and norms are established. Then, work on the first production begins in earnest with a class read-through of the show during which the crew members will individually identify necessary elements within their purview for the success of the production. The crews will then take these notes back and compare them to assemble a list of requirements for

their crew and further work to unify those requirements under an essential function within their design element for the production. For example, would sound be mostly diegetic, i.e. are there requirements within the play itself such as an actor turning on a recording, or are they nondiegetic, i.e. elements designed to enhance the mood of the play or highlight a specific piece of the writing or acting, etc. From there, the crews create work plans around a production schedule that is coordinated by the management team and overseen by the instructors with regular check-ins. Standards covered in this unit:

C1.2

Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.

C1.3

Apply decision-making and problem-solving techniques to repair and replacement procedures for media and arts equipment and facilities.

C2.5

Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.

C2.6

Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.

C2.7

Understand the audition and review process for artists, actors, musicians, singers, conductors, composers, writers, narrators, and technicians.

At the culmination of this unit, students will evaluate their work, the work of their crew, and the overall success of the production:

Stagecraft

C2.8

Critique the general coordination of various elements in a project or production.

C3.1

Know the business aspects of the arts, media, and entertainment industry.

C3.2

Understand basic marketing principles and the use of promotional materials, such as standard public service announcements, commercials/advertisements, press kits, and advertising tags.

C3.3

Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.

Unit 3, Introduction to Design

20 In Class

30 Lab

0 Out of Class

50 Total

At the end of the semester, students are given the assignment to create an artistic manifesto.

That is:

In a well-written paper of at least 2 pages, outline your definition of "good art" answering these questions:

1. What moves you artistically and why?

What are the constituent elements that make that art moving? 3. What purpose should art serve in society?

2.

Provide examples of these elements in art, both your own (if available) and in other work. Cite examples by either providing a sheet with available sites or by providing digital media with examples. For a model, see the Futurist Manifesto:

<http://vserver1.cscs.lsa.umich.edu/~crshalizi/T4PM/futurist-manifesto.html>

Through a selection of readings from Robert Edmond Jones' book and presentations from the students in the class, a general understanding of the purpose of design is established.

Standards addressed in this unit:

C2.1

Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.

C2.2

Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.

Stagecraft

C2.3

Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.

C2.4

Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a multiple 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.

Unit 4 Using and Operating Power Tools

10 In Class

60 Lab

10 Out of Class

80 Total

1. General Power Tool Safety

A. Job Site vs Shop Power Tools

B. Job Site Safety

C. Working Around a Production

D. Tech Week

2. Reciprocating Saw Operation

A. Identify and Understand Parts

B. Safety Practices and Procedures

C. Adjustments and Settings

D. Saw Operation

3. Osculating Saw Operation

A. Identify and Understand Parts

B. Safety Practices and Procedures

C. Adjustments and Settings

D. Saw Operation

4. Scroll Saw Operation

A. Identify and Understand Parts

B. Safety Practices and Procedures

C. Adjustments and Settings

D. Saw Operation

5. Jig Saw Operation

A. Identify and Understand Parts

B. Safety Practices and Procedures

C. Adjustments and Settings

D. Saw Operation

6. Drill Press Operation

A. Identify and Understand Parts

B. Safety Practices and Procedures

C. Adjustments and Settings

D. Drill Press Operation

Unit 5 Production number 2

10 In Class

40 Lab

10 Out of Class

60 Total

After testing is complete, crews and norms are established. Then, work on the first production begins in earnest with a class read-through of the show during which the crew members will individually identify necessary elements within their purview for the success of the production. The crews will then take these notes back and compare them to assemble a list of requirements for their crew and further work to unify those requirements under an essential function within their design element for the production. For example, would sound be mostly diegetic, i.e. are there requirements within the play itself such as an actor turning on a recording, or are they nondiegetic, i.e. elements designed to enhance the mood of the play or highlight a specific piece of the writing or acting, etc. From there, the crews create work plans around a production schedule that is coordinated by the management team and overseen by the instructors with regular check-ins. Standards covered in this unit:

C1.2

Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.

C1.3

Apply decision-making and problem-solving techniques to repair and replacement procedures for media and arts equipment and facilities.

C2.5

Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.

C2.6

Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.

C2.7

Understand the audition and review process for artists, actors, musicians, singers, conductors, composers, writers, narrators, and technicians.

At the culmination of this unit, students will evaluate their work, the work of their crew, and the overall success of the production:

Stagecraft

C2.8

Critique the general coordination of various elements in a project or production.

C3.1

Know the business aspects of the arts, media, and entertainment industry.

C3.2

Understand basic marketing principles and the use of promotional materials, such as standard public service announcements, commercials/advertisements, press kits, and advertising tags.

C3.3

Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.

Final Unit (Unit 6)

5 In Class

10 Lab

20 Out of Class

35 Total

Students choose from one of the crews they have worked on to do their final design project. For this project, they take a play that they would like to see produced at our school, fitting certain requirements, i.e. length, cast size, relevance to the community, etc., and they create and present a design for that play to the class at large. The unit will culminate in a Socratic seminar final where the class debates the merits of each production choice.

Standards addressed:

C2.1

Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.

C2.2

Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.

C2.3

Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.

C2.4

Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.

CCSS.ELA-LITERACY.SL.11-12.1

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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.11-12.5

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.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Summative Assessment

Assessment Introduction

Students are assessed utilizing the following methods:

Written and Multiple-Choice test for safety - following OSHA curriculum regarding workplace regulations and additional requirements for theatre work, mainly derived from IATSE documentation. Multiple choice assesses requisite knowledge regarding procedure. Short answer section assesses response to emergent situations. This forms a foundation for successful work in the theatre at any level and also provides a connection to professional workplace safety.

1.

Habits of Mind Addressed: Persisting, Managing Impulsivity, Listening to Others with Understanding and Empathy, Striving for Accuracy and Precision, Questioning and Posing Problems, Applying Past Knowledge to New Situations, Thinking and Communicating with Clarity and Precision, Gathering Data Through All Senses, Thinking Interdependently

Oral presentation - speaking and listening skills are utilized alongside design response in the development and articulation of aesthetic in three major forms of presentation. First, the presentation of the artistic manifesto to an audience of peers in which the student clearly states what he/she believes to be the essential function of art in their world. Secondly, three times a year the crews (light, sound, set, costumes, props, management, and publicity) will present their designs, budget, and schedules for implementation in the mainstage production. Finally, students pitch a project for the following school year.

2.

Habits of Mind Addressed: Persisting, Managing Impulsivity, Listening to Others with Understanding and Empathy, Thinking Flexibly, Metacognition, Questioning and Posing Problems, Applying Past Knowledge to New Situations, Thinking and Communicating with Clarity and Precision, Gathering Data Through All Senses, Creating, Imagining, and Innovating, Responding with Wonderment and Awe, Taking Responsible Risks, Finding Humor, Learning Continuously
Practical work - durability and proof of concept are tested directly through the design implementation on stage. Students and instructors evaluate the successes and challenges of each design element through a self-evaluation and debriefing process.

3.

Habits of mind addressed: Persisting, Managing Impulsivity, Thinking Flexibly, Striving for Accuracy and Precision, Applying Past Knowledge to New Situations, Thinking and Communicating with Clarity and Precision, Gathering Data Through All Senses, Creating, Imagining, and Innovating, Taking Responsible Risks, Finding Humor, Thinking Interdependently, and Learning Continuously.

Assessment Type(s)

Demonstration, Model / Prototype, Portfolio, Observation, Product, Test / Exam, Reflection, Presentation, Project

STANDARDS

Career Technical Education Framework for California Public Schools

- AME.KP.2.0.2.1** Recognize the elements of communication using a sender-receiver model.
- AME.KP.2.0.2.2** Identify barriers to accurate and appropriate communication.
- AME.KP.2.0.2.3** Interpret verbal and nonverbal communications and respond appropriately.
- AME.KP.2.0.2.4** Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- AME.KP.2.0.2.6** Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- AME.KP.3.0.3.1** Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- AME.KP.3.0.3.2** Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- AME.KP.3.0.3.3** Explore how information and communication technologies are used in career planning and decision making.
- AME.KP.3.0.3.4** Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- AME.KP.3.0.3.6** Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- AME.KP.3.0.3.8** Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- AME.KP.3.0.3.9** Develop a career plan that reflects career interests, pathways, and postsecondary options.
- AME.KP.4.0.4.1** Use electronic reference materials to gather information and produce products and services.
- AME.KP.4.0.4.2** Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- AME.KP.4.0.4.3** Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- AME.KP.4.0.4.6** Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- AME.KP.5.0.5.1** Identify and ask significant questions that clarify various points of view to solve problems.
- AME.KP.5.0.5.2** Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- AME.KP.5.0.5.3** Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.







- AME.KP.5.0.5.4** Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- AME.KP.6.0.6.1** Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- AME.KP.6.0.6.2** Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- AME.KP.6.0.6.3** Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- AME.KP.6.0.6.4** Practice personal safety when lifting, bending, or moving equipment and supplies.
- AME.KP.6.0.6.5** Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- AME.KP.6.0.6.6** Maintain a safe and healthful working environment.
- AME.KP.6.0.6.7** Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).
- AME.KP.7.0.7.1** Recognize how financial management impacts the economy, workforce, and community.
- AME.KP.7.0.7.2** Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- AME.KP.7.0.7.3** Understand the need to adapt to changing and varied roles and responsibilities.
- AME.KP.7.0.7.4** Practice time management and efficiency to fulfill responsibilities.
- AME.KP.7.0.7.5** Apply high-quality techniques to product or presentation design and development.
- AME.KP.7.0.7.6** Demonstrate knowledge and practice of responsible financial management.
- AME.KP.7.0.7.7** Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- AME.KP.8.0.8.1** Access, analyze, and implement quality assurance standards of practice.
- AME.KP.8.0.8.3** Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.
- AME.KP.8.0.8.4** Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- AME.KP.8.0.8.7** Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.
- AME.KP.9.0.9.1** Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- AME.KP.9.0.9.2** Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- AME.KP.9.0.9.3** Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- AME.KP.9.0.9.4** Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- AME.KP.9.0.9.6** Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- AME.KP.10.1** Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
- AME.KP.10.3** Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.
- AME.KP.10.4** Collaborate with industry experts for specific technical knowledge and skills.
- AME.KP.11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.
- AME.KP.11.3** Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- AME.KP.11.5** Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.
- BCT.KP.2.0.2.1** Recognize the elements of communication using a sender-receiver model.
- BCT.KP.2.0.2.2** Identify barriers to accurate and appropriate communication.
- BCT.KP.2.0.2.3** Interpret verbal and nonverbal communications and respond appropriately.
- BCT.KP.2.0.2.4** Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- BCT.KP.2.0.2.5** Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- BCT.KP.2.0.2.6** Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

- BCT.KP.3.0.3.1** Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- BCT.KP.3.0.3.2** Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- BCT.KP.3.0.3.3** Explore how information and communication technologies are used in career planning and decision making.
- BCT.KP.3.0.3.4** Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- BCT.KP.3.0.3.5** Integrate changing employment trends, societal needs, and economic conditions into career planning.
- BCT.KP.3.0.3.8** Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- BCT.KP.3.0.3.9** Develop a career plan that reflects career interests, pathways, and postsecondary options.
- BCT.KP.4.0.4.1** Use electronic reference materials to gather information and produce products and services.
- BCT.KP.4.0.4.2** Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- BCT.KP.4.0.4.4** Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- BCT.KP.4.0.4.6** Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- BCT.KP.5.0.5.1** Identify and ask significant questions that clarify various points of view to solve problems.
- BCT.KP.5.0.5.2** Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- BCT.KP.5.0.5.3** Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- BCT.KP.6.0.6.1** Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- BCT.KP.6.0.6.2** Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- BCT.KP.6.0.6.3** Set up a work area, or shop, to avoid potential health concerns and safety hazards, including but not limited to electrical (shock), wires (tripping), fumes (lung health), noise (hearing loss), fire (burns), and so forth, incorporating ergonomics.
- BCT.KP.6.0.6.4** Practice personal safety when lifting, bending, or moving equipment and supplies.
- BCT.KP.6.0.6.5** Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- BCT.KP.6.0.6.6** Maintain a safe and healthful working environment.
- BCT.KP.6.0.6.7** Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).
- BCT.KP.6.0.6.8** Report hazards found on the job site to supervisor/teacher.
- BCT.KP.6.0.6.9** Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- BCT.KP.6.0.6.10** Maintain proper use of safety apparel at all times, including but not limited to, eye protection, hearing protection, skin protection, head protection, footwear and protection from airborne particulate matter.
- BCT.KP.6.0.6.12** Demonstrate the proper care and safe use of hand, portable and stationary power tools.
- BCT.KP.7.0.7.1** Recognize how financial management impacts the economy, workforce, and community.
- BCT.KP.7.0.7.2** Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- BCT.KP.7.0.7.4** Practice time management and efficiency to fulfill responsibilities.
- BCT.KP.7.0.7.6** Demonstrate knowledge and practice of responsible financial management.
- BCT.KP.8.0.8.1** Access, analyze, and implement quality assurance standards of practice.
- BCT.KP.8.0.8.2** Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Building and Construction Trades industry sector.
- BCT.KP.8.0.8.4** Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- BCT.KP.8.0.8.5** Analyze organizational culture and practices within the workplace environment.
- BCT.KP.8.0.8.6** Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- BCT.KP.8.0.8.7** Conform to rules and regulations regarding sharing of confidential information, as determined by Building and Construction Trades sector laws and practices.
- BCT.KP.9.0.9.1** Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

- BCT.KP.9.0.9.2** Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- BCT.KP.9.0.9.3** Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- BCT.KP.9.0.9.4** Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- BCT.KP.9.0.9.6** Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- BCT.KP.9.0.9.7** Participate in interactive teamwork to solve real Building and Construction Trades sector issues and problems.
- BCT.KP.10.1** Interpret and explain terminology and practices specific to the Building and Construction Trades sector.
- BCT.KP.10.2** Comply with the rules, regulations, and expectations of all aspects of the Building and Construction Trades sector.
- BCT.KP.10.3** Construct projects and products specific to the Building and Construction Trades sector requirements and expectations.
- BCT.KP.10.4** Collaborate with industry experts for specific technical knowledge and skills.
- BCT.KP.10.5** Demonstrate the basic care, proper maintenance, and use of hand, portable, and stationary tools related to the Building and Construction trades.
- BCT.KP.11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Building and Construction Trades sector program of study.
- BCT.KP.11.3** Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- BCT.KP.11.5** Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.
- BCT.PS.A.A1.3** Calculate board, square, and linear feet.
- BCT.PS.A.A1.4** Estimate material costs.
- BCT.PS.A.A1.5** Apply design elements: shapes, textures, lines, and colors to create functional and attractive cabinets, furniture, and millwork.
- BCT.PS.A.A1.6** Apply principles of design, harmony, repetitions, balance, and proportion to create functional and attractive cabinets, furniture, and millwork.
- BCT.PS.A.A1.7** Read and interpret technical drawings
- BCT.PS.A.A1.8** Sketch a project using manual drawing techniques.
- BCT.PS.A.A1.9** Use drafting tools to create a pictorial and working drawing for a basic cabinet.
- BCT.PS.A.A3.1** List the sequence of cutting procedures, assembly, and finishing steps.
- BCT.PS.A.A3.2** Evaluate an existing bill of materials for accuracy.
- BCT.PS.A.A3.3** Determine the cost of materials needed for a cabinet or furniture project.
- BCT.PS.A.A3.4** Optimize available materials from a cutting diagram.
- BCT.PS.A.A3.5** Compare and contrast the cost of a specific project using different materials.
- BCT.PS.A.A3.6** Develop a materials list, cut list, and cost estimate from a working drawing for a specific cabinet project.
- BCT.PS.A.A4.1** Demonstrate the accurate use of common measuring and layout tools.
- BCT.PS.A.A4.2** Select the proper layout tools for specific tasks.
- BCT.PS.A.A4.3** Select the proper cutting tools for specific operations (e.g., straight cuts, curves, drilling holes).
- BCT.PS.A.A4.4** Select the most appropriate blade for a given operation.
- BCT.PS.A.A4.5** Select the proper boring tools for specific operations.
- BCT.PS.A.A4.6** Select the proper hand-shaping tools for specific operations.
- BCT.PS.A.A4.7** Select proper clamping tools for specific operations.
- BCT.PS.A.A8.1** Select the proper abrasive for shaping and smoothing materials.
- BCT.PS.A.A8.2** Select the proper grit sizes and sequences for shaping and smoothing operations.
- BCT.PS.A.A8.3** Demonstrate proper selection, application, and cleaning methods for various types of filler materials.
- BCT.PS.A.A8.4** Properly prepare a surface for finishing.

- **BCT.PS.A.A9.1** Demonstrate proper selection and application methods of different types of stains for a specific application.
- BCT.PS.A.A9.2** Demonstrate cleaning procedure for various types of stains.
- BCT.PS.A.A9.3** Select the proper type of sealer and finish coat for a specific application.
- BCT.PS.A.A9.4** Demonstrate proper application methods for different types of sealers and finish coats.
- BCT.PS.A.A9.5** Demonstrate cleaning procedures for various types of sealer and finish coats.

O*NET OCCUPATIONS

Code	Name
17-1011.00 	Architects, Except Landscape and Naval 
17-3011.01 	Architectural Drafters 
47-2031.00 	Carpenters 

[View 18 more](#)

Stagecraft 1



- [Home](#)
- [Resources](#)
- [Curriculum](#)
- [Groups](#)

About

The **California Educators Together** platform is brought to you by a collaboration between the [California Department of Education](#) and the [CDE Foundation](#).

Funding generously provided by

[AT&T Foundation](#)

[The David and Lucile Packard Foundation](#)

Technical design, development, and ongoing support provided by [One Learning Community](#). "We Learn Together"

[Privacy Policy / Terms](#)

[Contact Us](#)

[Help](#)

© 2021-2024