

LAHSA Mission, Vision, and Pathway Outcomes

Mission

Los Angeles High School of the Arts fosters a rich academic and artistic community inspiring our students to be independent, cooperative young adults who meet challenges with creativity and determination.

Vision

Through the performing and technical theatre arts, LAHSA students will become active and articulate leaders in their personal and professional lives.

Arts: LAHSA grads creatively employ a set of technical and or performance skills to execute a vision.		
9 th • Learn various responsibilities of tech-theater jobs (CTE-AME C1.0, 2.0, 3.0)	10 th /11 th • Learn designer-specific skills relevant to tech-theater jobs (CTE-AME C1.0, 2.0, 3.0)	12 th • Independently apply skills to tech-theater specific job duties (CTE-AME C1.0, 2.0, 3.0)
• Explore basic design skills (i.e. color theory, design notes, design choices, accuracy to script) relevant to tech-theater jobs (CTE-AME C1.0, 2.0)	• Explore and practice basic design skills (i.e. color theory, design notes, design choices, accuracy to script) to realize a tech-theater specific job (CTE-AME C1.0, 2.0)	• Implement design skills (i.e. color theory, design notes, design choices, accuracy to script) to realize a tech-theater specific job (CTE-AME C1.0, 2.0)
• Creatively apply design skills within parameters of an integrated project (CTE-AME C1.0, 2.0)	• Interprets a script to create an accurate and original design (CTE-AME C1.0, 2.0)	• Create a tech-theater design based on a director's concept (CTE-AME C1.0, 2.0)
• Learn about a professional portfolio and begin an initial compilation (CTE-AME C1.0, 2.0)	• Collect and organize design pieces to showcase best work and design skills for a portfolio (CTE-AME C1.0, 2.0)	• Independently interprets a script to create an accurate and original design (CTE-AME C1.0, 2.0) • Independently document and organize a design portfolio to showcase best work and competency in design skills (CTE-AME C1.0, 2.0)

Acting and Voice Outcomes

9 th	10 th	11 th	12 th
• Use imagination and observation to create objects and characters in performance. • Create large and small ensembles with classmates within class using trust and teamwork. • Use tableaux to express an idea, emotion, or tell a story using facial expression, gesture, levels, focus, and energy. • Tell stories in a variety of formats including written, pantomimed, and improvised. • Analyze a script using theatre terminology such as theme, protagonist, and setting. • Give general feedback in critique.	• Create original performance pieces using levels, repetition, and unity within an ensemble. • Identify a character's objective, obstacle, and tactics using evidence from the text. • Perform pieces from a variety of theatrical styles from world theatre such as Ancient Greek Drama and Shakespeare's plays. • Use vocal dynamics including pitch, rate, tone, and volume to communicate an idea. • Give direct and specific comments based on a set of criteria in critique. • Make revisions to character using feedback and reflection. • Continue to deepen level of trust and care for one another in ensembles.	• Make acting choices using script analysis and character research. • Demonstrate understanding of Stanislavsky's techniques by creating character and performing a piece using evidence of character's objective, obstacle, and actions/tactics. • Demonstrate mastery of audition technique. • Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when directing a scene. • Make choices about the use of space and textual meaning with ensemble members, including communicating ideas and accepting other's suggestions in a scene.	• Evaluate and analyze a Shakespearean sonnet for it's embedded performance direction such as stresses within Iambic Pentameter, rhetorical devices such as antithesis and alliteration, and sentence structure. • Demonstrate understanding of classical theatrical style, including period-appropriate physicality, using scenes from Henrik Ibsen's A Doll's House or Oscar Wilde's The Importance of Being Earnest. • Maintain a rehearsal script to record notes about directions and blocking. • Exhibit listening and ability to be "in-the-moment" onstage. • Critique and derive meaning from theatrical works based on aesthetic value. • Identify sounds in English using the International Phonetic Alphabet (IPA). • Develop personal aesthetic and artistic process.

Communication: LAHSA grads articulate ideas in a clear and organized fashion in multiple ways.

9 th /10 th	11 th /12 th
1. Use scaffolds to structure ideas with clarity and cohesion (CCSS ELA-Literacy W9-10.2 & W9-10.4, SL9-10.4)	1. Structure ideas with clarity and cohesion (CCSS ELA-Literacy W11-12.1 & W11-12.2 & W11-12.4, SL11-12.4)
2. Identify various ways to engage a particular audience (CCSS ELA-Literacy W9-10.4, SL9-10.4, SL9-10.6)	2. Employ effective and appropriate ways to engage a particular audience (CCSS ELA-Literacy W11-12.4, SL11-12.4, SL11-12.6)
3. Explain arguments and/or concepts clearly with appropriate evidence or examples (CCSS ELA-Literacy W9-10.1 & W9-10.2)	3. Refer to sufficient and detailed evidence (reasons, examples, and quotations) relevant to argument and/or concepts (CCSS ELA-Literacy W11-12.1 & W11-12.2)

4. Practices the use of discipline specific language (CCSS ELA-Literacy W9-10.4, SL9-10.6, L9-10.3, L9-10.5)	4. Demonstrate command of language within various disciplines (CCSS ELA-Literacy W11-12.4, SL11-12.6, L11-12.3, L11-12.4, L11-12.6)
5. Participate in structured conversation (CCSS ELA-Literacy SL9-10.4, SL9-10.6, L9-10.1, L9-10.5)	5. Engage in academic discourse in informal and formal settings (CCSS ELA-Literacy SL11-12.4, SL11-12.6, L11-12.6)
6. Integrate digital and visual elements into products and presentations (CCSS ELA-Literacy W9-10.6, W9-10.8, SL9-10.2, SL9-10.5)	6. Adeptly applies most effective digital and visual tools to communicate intended message (CCSS ELA-Literacy W11-12.6, W11-12.8, SL11-12.5)

Citizenship: LAHSA grads contribute to the global and local community as culturally aware and informed citizens and leaders.

9 th /10 th	11 th /12 th
1. Explore global and local issues and ways of impacting those issues	Stay informed about local and global issues and governmental process, in order to participate as engaged citizens of local and global communities
2. Investigate diverse cultures, religions, and lifestyles	Learn from collaborations with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (CCSS ELA-Literacy SL11-12.1)
3. Analyze various forms of media and create multi-media products to convey a message (CCSS ELA-Literacy W9-10.8 & 10.9 & SL9-10.3)	Critically analyze how media can influence beliefs and behaviors and utilize media effectively to convey values or point of view (CCSS ELA-Literacy W11-12.8, W11-12.9, SL11-12.3)
4. Identify characteristics of effective leaders as models of leadership (CCSS ELA-Literacy SL9-10.1)	Leverage interpersonal skills to guide and lead others, and by example inspire others to reach their very best (CCSS ELA-Literacy SL11-12.1)
5. Define integrity and ethical behavior in public and personal life (CITE?)	- Identify characteristics of effective leaders and engage in leadership (CCSS ELA-Literacy SL11-12.1) - Demonstrate integrity and ethical behavior both in public and personal life

Collaboration: LAHSA grads maintain accountability within the dynamics of a team.

9 th /10 th	11 th /12 th
Teams use scaffolds to manage team interaction and the expectations of a task (CCSS ELA-Literacy SL9-10.1)	Move fluidly from one role to another (CCSS ELA-Literacy SL11-12.1)
Collectively follow the steps to complete a task (CCSS ELA-Literacy SL9-10.1)	Collectively create a plan to fulfill the expectations of a task

	• Manage time, workload, and team members efficiently (CCSS ELA-Literacy SL11-12.1)
• Fulfill the responsibilities of a given job (CCSS ELA-Literacy SL9-10.1)	• Fulfill the responsibilities of multiple roles (CCSS ELA-Literacy SL11-12.1)
• Recognize conflict and seek resolution (CCSS ELA-Literacy W9-10.1)	• Respectfully mediate conflict and negotiate compromise among team members (CCSS ELA-Literacy SL11-12.1)
Critical Thinking: LAHSA grads strategically and systematically solve problems through analysis and inquiry.	
9th/10th • Apply a mixture of conventional strategies with guidance to solve a problem (L9-10.4)	11th/12th • Independently pull from both conventional and innovative strategies to apply the most relevant and logical procedure needed to solve a problem (L11-12.4) ◦ (Understand context, formulate question, propose a strategy, check solution for validity and relevance, apply solution) ◦ Persevere through difficult problems with procedural fluency
• Identify how parts of a whole interact with each other (CCSS ELA-Literacy W9-10.8, RI9-10.2 RI9-10.3, RI9-10.5)	• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems (CCSS ELA-Literacy W11-12.8, RI11-12.2, RI11-12.3, RI11-12.5)
• Analyze evidence, arguments, claims, and alternative points of view (CCSS ELA-Literacy W9-10.1 & W9-10.7 & W9-10.8 & W9-10.9 & SL9-10.3, RI9-10.1, RI9-10.3, RI9-10.7, RI10.8)	• Effectively analyze and evaluate evidence, arguments, claims and alternative points of view when applicable (CCSS ELA-Literacy W11-12.1, W11-12.7, W11-12.8, W11-12.9, SL11-12.3, RI11-12.1, RI11-12.3, RI11-12.7)
• Interpret information to make connections and draw conclusions (CCSS ELA-Literacy W9-10.1 & W9-10.7 & W9-10.8 & W9-10.9, RI9-10.1, RI9-10.5, RI9-10.6, RI10.8, L9-10.5)	• Interpret and synthesize information to make connections and draw conclusions based on the best analysis (CCSS ELA-Literacy W11-12.1, W11-12.7, W11-12.8, W11-12.9, RI11-12.1, RI11-12.5, RI11-12.6, L11-12.5)
• Identify processes involved in learning experiences (CCSS ELA-Literacy W9-10.5)	• Reflect critically on learning experiences and processes (CCSS ELA-Literacy W11-12.5)
Forward Thinkers: LAHSA grads independently set goals and implement a plan and reflect on their current academic and post-secondary goals and persistence	
9th/10th • Exploring post-secondary options, personal interests, and strengths, and the requirements for obtaining those options	11th/12th • Navigating the process of applying to and succeeding in higher education by taking personal responsibility to research post-secondary options and meet all application expectations.

	- o Research: Academic fields of study - majors, and potential colleges and other post-secondary options - o Meeting application expectations: Writing robust personal statements to promote their strengths; meeting deadlines for admission requirements and financial aid processes
● Exploring career options and develop related skills and habits (CCSS ELA-Literacy SL9-10.1)	● Navigating the world of work by obtaining knowledge of the skills, habits, and education necessary for access to and success in various career paths (CCSS ELA-Literacy SL11-12.1)
● Respond productively to praise, setbacks, and criticism (CCSS ELA-Literacy W9-10.5)	● Respond productively to praise, setbacks, and criticism, and give or incorporate feedback effectively (CCSS ELA-Literacy W11-12.5)
● Identify short and long-term goals and with guidance understand what is needed to accomplish those goals	● Manage goals and time like a professional by balancing short-term and long-term goals and utilizing time and workload efficiently
● Utilize provided resources and follow directions to accomplish academic tasks	● Demonstrate initiative and resourcefulness to expand one's own learning
● Participate in guided reflection to connect past experiences with future progress	● Continuously reflect critically on past experiences in order to inform future progress