



## Curriculum Proposal for Board of Education Curriculum Committee

---

### Guidelines for Curriculum Proposal

*Please provide clear, concise, and thorough statements for each of the following that apply.*

- A. Current Curricular Description
- B. Standards for Learning
- C. Expected Student Learning Outcomes
- D. Time Requirements
- E. Personnel Requirements
- F. Facilities/Equipment Requirements
- G. Teaching Strategies and/or Methodologies
- H. Material/Textbook Needs
- I. Costs
- J. Schedules
- K. Evaluation Procedures
- L. Follow-up
- M. Other Staff Affected

**Building Administrator:** Bobbi Jo Stoner

**Date:** 12/30/2025

**Dept./Gr. Level Chair:** Lisa Ouellette

**Date:** 12/14/2025

**Other Staff Affected:** n/a

## CURRICULUM PROPOSAL FORM

*Proposal must be submitted to the Director of Curriculum & Instructional Technology*

*2 weeks prior to presentation before the Board of Education Committee*

**Proposal / Course Title:** Broadway!

**Staff Member Requesting:** Ouellette  
9-12

**Department/Grade Level:** Performing Arts,

**THIS IS A PROPOSAL FOR** (*italicize all that apply*):

**New Course**

**Course Content Change**

**Instructional Methods Change**

**Textbook Review or Change**

**Other**

**Number of Classes:** 1 section, 1 trimester

**Total Number Students:** 30

**Total Number of Teachers:** 1

**Requirements (facilities, materials, textbooks, anticipated costs, equipment):**

### **A Current Curricular Description**

This course is a survey of the history, literature, and cultural contribution of American theatre's gem: Broadway. Students will study the evolution of Broadway from its 19th-century roots through the present day, looking at the different genres and key works of plays and musicals that have been performed on Broadway stages. Students will also examine the cultural influence of Broadway and, conversely, its impact on American theatre and culture. In addition, students will have performance OR design opportunities throughout the course. Students are NOT REQUIRED to perform in this class.

### **B. Standards for Learning**

ART.T.I.HS.1 Use the basic physical and chemical properties of the technical aspects of theatre

ART.T.II.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences.

ART.T.II.HS.3 Develop designs that use visual and aural elements to convey environments that support text.

ART.T.III.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.

ART.T.III.HS.2 Compare and demonstrate various classical and contemporary acting techniques and methods.

ART.T.III.HS.3 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

ART.T.III.HS.7 Identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

ART.T.III.HS.8 Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices, including visual and aural components influenced by the use of technology.

ART.T.IV.HS.1 Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues.

ART.T.IV.HS.3 Identify and compare the lives, works, and influence of representative theatrical artists in various cultures and historical periods.

ART.T.IV.HS.4 Identify cultural and historical sources of American theatre and musical theatre.

ART.T.IV.HS.5 Analyze the effect of personal cultural experiences on their dramatic work.

ART.T.V.HS.1 Describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, multi-media, and the visual arts.

ART.T.V.HS.2 Determine how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in theatre.

NOTE: Other standards relevant in an ELA course would also be highlighted in this class (especially those related to reading, writing, and speaking with purpose).

**C. Expected Student Learning Outcomes:**

1. Students will understand the roots of Broadway.
2. Students will understand the different genres and types of musicals produced on Broadway stages. They will also know Broadway VIPs and their contributions to the performing arts.
3. Students will understand the evolution of Broadway shows to the present day.
4. Students will gain exposure to the various works that have been important or have transformed the understanding of theatre/musicals/plays.
5. Students will read and analyze the structure of Broadway musicals and how the conventions of such have been broken, transformed, or reinvented over time.
6. Students will understand the social and cultural impact of Broadway shows and, conversely, how our society and culture shapes what appears on Broadway.
7. Students will perform from or design for various Broadway productions.

**D. Time Requirements:** 1 trimester

**E. Personnel Requirements** - 1 teacher

**F. Facilities and Equipment Requirements** - Blackbox classroom space

**G. Teaching strategies and methodologies:**

- Close reading and analysis
- Research and written assignments
- Presentations and performances
- Discussion
- Direct instruction

**H. Materials and Textbook needs:**

No additional resources needed at this time.

*Early Works and Golden Age*

Showboat

Oklahoma

Guys and Dolls

My Fair Lady

Music Man

*Revolutionary Works*

West Side Story

Fiddler on the Roof

Company

Chorus Line

*Blockbuster Era*

Cats

Phantom

*Contemporary Works*

Les Miserables

Rent

Lion King

Wicked

Hamilton

**I. Costs** - Nothing that can't be covered by department funds

**J. Schedules** - 1 section, 1 trimester, 30 students

**K. Evaluation Procedures**

- Formative assessments - discussion, readings, reflections, responses

- Summative assessments - traditional tests, essays and other writings, performances, presentations, and design projects

**L. Follow up**

NA

**M. Other staff affected**

None