

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Intermediate Film and Video Production</i>			Course Code	<i>[Office use only]</i>
Transcript Title:	<i>Intermediate Film/Video Production</i>	Grades Levels:	<i>10-11</i>	Board Adoption Date:	
Content Area:	<i>DVMA</i>	GPA Scale:	<i>4.0</i>	Date Course Submitted:	
Credential Required:	<i>CTE</i>	Graduation Subject Areas:	<i>Humanities</i>	CalPads Code:	<i>7244</i>
UC/CSU "A-G" Area Approvals:	<i>F</i>	School Site/person that wrote and submitted the course:		<i>John Hoist</i>	
Recommend Skills:	<i>Introduction to Film</i>				
Next course(s):	<i>Advanced Film</i>				
Textbook to be used:					

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

DATE: August 31, 2018

INDUSTRY SECTOR: Arts, Media, and Entertainment

PATHWAY: Production and Managerial Arts Pathway 113

CBEDS TITLE: Intermediate Film/Video Production

CBEDS Code: 7244

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	hours	hours

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Film/Video Editors	27-4032.00		
Audio/Video Equip Tech	27-4011.00		
Camera Operators, TV, Video, Motion Picture	27-4031.00		

COURSE DESCRIPTION: The purpose of this course is to develop competency across the breadth of film and video production with a focus on the art of filmmaking. Students will explore the three phases of production: pre-production, production, and post-production through writing, directing, producing, cinematography, lighting design, audio engineering, and editing. They will explore the history of film and video communication, the fundamentals of composition and movement, the aesthetic use of light, color, and sound, along with the art of storytelling and production design. Students will connect what they learn in this class and apply it to other subject areas, genres, art forms and careers. Students will learn how technology drives innovation in this art form and will discuss what changes the future may hold.

PREREQUISITES: N/A

High School Name:	Site Prerequisite:
Newport Harbor High School	

A – G APPROVAL: Yes No Desired

ARTICULATION:

High School Name:	College Name:	College Course Title:
--------------------------	----------------------	------------------------------

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

NHHS	West Hills College Coalinga	Digital Video Production

LEVEL: **Introductory** **Concentrator** **Capstone**

CERTIFICATION:

High School Name:	Embedded/Leads to:	Description:
NHHS	Adobe Certified Associate/Premier	

METHOD OF STUDENT EVALUATION:

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Observation record of student performance
- ✓ Completion of assignments and worksheets

METHOD OF INSTRUCTION:

- ✓ Lecture
- ✓ Group and individual applied projects
- ✓ Demonstration
- ✓ Field Trips
- ✓ Guest Speaker

RECOMMENDED TEXTS:

Click here to enter text.

MODEL CTE PATHWAY:

Click here to enter text.

Grade	Fall Semester	Spring Semester
9 th or 10 th	Intro to Film/Video A	Intro to Film/Video B

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

11 th	Intermediate Film/Video A	Intermediate Film/Video B
12 th	Advanced Film/Video A	Advanced Film/Video B
Elective		

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

Arts, Media and Entertainment
KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 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.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

- workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
 - 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
 - 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
 - 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
 - 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
 - 6.6 Maintain a safe and healthful working environment.
 - 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 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.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 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.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.
- 10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

- 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

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.

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.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

CR = Classroom LAB/CC = Laboratory/Shop/Community Classroom

I.	Film Composition and the Vocabulary of Film	CR	LAB/CC	STANDARDS
	<p>Students will develop visual literacy and the language of filmmaking, in addition to recognizing, analyzing, and applying proper shot composition. Students will be introduced to shot composition via lecture, video resources, and online references. Students will not only learn shot composition to create visual interest, but also the psychology of composition and how it affects the audience</p> <ul style="list-style-type: none"> • Analysis of director’s choice of the following: shot, angle, movement, lighting, etc. and explain the director’s composition choices. • visual literacy vocabulary 	6	2	<p>Academic: LS 9-10, 11-12.1, 11-12.3, 11-12.5, 11-12.6 WS 11-12.6, 11-12.7 RSIT 11-12.3, 11-12.4, 11-12.7 RHSS 11-12.7 RSLT 11-12.3, 11-12.4, 11-12.5, RSTS 9-10, 11-12.4 SLS 9-10, 11-12.1 SLS 11-12.1d SLS 11-12.1b</p> <p>CTE Anchor: 4.0 5.0 6.0 7.0 8.0 9.0 10.0</p> <p>CTE Pathway: C1.3, 1.4 C4.4, 4.5 C7.1</p>
II.	The Aesthetic Use of Light, Color, and Sound	CR	LAB/CC	STANDARDS
	<p>Students will explore and demonstrate the aesthetics of light, color, and sound in film production. They will practice lighting effects on various foreground and background images to create various moods and visual appeal and demonstrate how shadows can be used to create dramatic effects and emotional responses. They will explore primary and secondary colors: warm, cool, and neutral colors, and color value, hue and intensity and demonstrate their effect in changing the mood of a scene. Further exploring light students will understand and demonstrate the concept of white light balancing and characteristics of reflected light along with traditional studio lighting such as triangle setup, key lighting, fill and back lighting.</p> <p>Students will explore and demonstrate the importance of audio that reinforces the image by using various audio clips, both canned and original work, for creating specific emotional impacts. During post-production students will demonstrate creative editing and audio mixing for supporting and emphasizing a strong story line and for reinforcing the content message.</p>	8	11	<p>Academic: WS 11-12.6, 11-12.7 WHSST 11-12.6</p> <p>CTE Anchor: 4.0 5.0 10.0 11.0</p> <p>CTE Pathway: C1.2, 1.4 C2.0, 2.1, 2.2, 2.3 C4.1,C4.4 C6.1</p>

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

	<ul style="list-style-type: none"> analysis of the use of lighting in the film noir genre sound design for a scene from a short, creating their own foley audio and background score. 			
III.	<i>Story and Character</i>	CR	LAB/ CC	STANDARDS
	<p>Students learn that story must come first in all projects. The Monomyth (aka The Hero’s Journey) introduced by Joseph Campbell will be used as the foundation for discussing the traditional three act structure. Popular stories such as Star Wars, Harry Potter, The Hunger Games, etc. will be compared and contrasted on how they all follow the same hero’s journey. Students will both individually and collaboratively develop characters and short stories that follow the Monomyth in the form of quick writes, wikis, discussions, etc. Students will also analyze excerpts from classic (and modern) silent films to understand how to tell a story by only using the picture on screen, music and sounds.</p> <ul style="list-style-type: none"> Story development Character Development Storyboarding Basic silent film production 	8	11	<p>Academic: LS 9-10, 11-12.1,11-12.2 11-12.4 11-12.6 WS 11-12.7 SLS9-10, 11-12.1 RSI 11-12.3</p> <p>CTE Anchor: 1.0 2.0 5.0 7.0</p> <p>CTE Pathway: C2.1 C4.1 C7.0</p>
IV.	<i>Documentary Filmmaking and Broadcast Journalism</i>	CR	LAB/ CC	STANDARDS
	<p>While the focus in this unit moves students away from fiction, students learn that even in non-fiction the art of story crafting is important. The styles of documentary filmmaking are introduced and followed by several short essays by directors of documentaries discussing their approach, like Werner Herzog, Martin Scorsese, Morgan Spurlock, Ken Burns, etc., mostly taken from the book This Much is True. Students watch parts of these documentaries, and at least one in its entirety. They then compare and contrast style, approach, and effectiveness of constructing a story through the documentary format in class discussions and brief writings.</p> <ul style="list-style-type: none"> Spot Feature on an important issue (environment, community, etc.) or a spotlight on an interesting student or staff member at the school. 	12	20	<p>Academic: WS 11-12.7 SLS 9-10, 11-12.1 RSI 11-12.3</p> <p>CTE Anchor: 5.0 7.0</p> <p>CTE Pathway: C2.0, 2.1 C6.5 C7.0, 7.4,7.6</p>

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

V.	Advertising	CR	LAB/ CC	STANDARDS
	<p>Students look at one practical aspect of making videos through the form of advertising and commercials. Students learn about how advertisers appeal to our logos, pathos, or ethos through selected readings, lectures, and videos, mostly from the web. Following this, they then find a TV commercial representing each, and write a Blog post analyzing and explaining how each commercial uses that particular form of persuasion.</p> <ul style="list-style-type: none"> • Script writing program, or event. As part of pre-production students will also discuss which of the three methods of persuasion they are focusing on and explain why that method will be most effective. • The commercial is evaluated not only on the quality of the final product, but how it reflects the method of persuasion chosen. 	12	20	<p>Academic: LS 9-10, 11-12.6 SLS 11-12.1d</p> <p>CTE Anchor: 2.0 8.0</p> <p>CTE Pathway: C4.1, 4.2, 4.3 C6.0, 6.4, 6.5 C7.0, 7.4, 7.5, 7.6</p>
VI.	Independent Filmmaking	CR	LAB/ CC	STANDARDS
	<p>The Independent Filmmaking unit is a culmination of the artistic and technical skills learned throughout the course. Students combine everything they learned from previous units to produce a comprehensive narrative short to be submitted to and publicly viewed at local film festivals.</p> <ol style="list-style-type: none"> 1. document and reflect on the filmmaking process. 2. Students will support their contribution to the filmmaking process 	12	20	<p>Academic: WS 11-12.4, 11-12.6 WHSST 11-12.4, 11-12.6 SLS 11-12.1b</p> <p>CTE Anchor: 4.0 5.0 9.0 10.0</p> <p>CTE Pathway: C3.1 C4.0, 4.1 C5.0, 5.1, 5.2</p>
VII.	EMPLOYMENT PORTFOLIO	CR	LAB/ CC	STANDARDS
	<p>A. Students will prepare a professional portfolio.</p> <ol style="list-style-type: none"> 1. Portfolio showcases best professional level work 2. Portfolio is organized 3. Job application 	14	24	<p>Academic: SLS 9-10, 11-12.2, 11-12.6 LS 9-10, 11-12.6</p> <p>CTE Anchor: 2.0</p>

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Intermediate Film and Video Production</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

	4. Resume 5. References			3.0 7.0 8.0 CTE Pathway: C1.2 C3.1 C4.1 C5.0 C6.0 C7.0
--	----------------------------	--	--	--