

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

Course Title	<i>Music Technology 2AB</i>	Course Code	NT332 & NT333
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Transcript Title:	Music Technology 2AB		Grades Levels:	10,11,12	Board Adoption Date:	4/19/222
Content Area:	CTE \ VAPA		GPA Scale:	4.0	Date Course Submitted:	3/25/22
Credential Required:	CTE in Arts, Media, and Entertainment	Graduation Subject Areas:		F	CALPADS Code:	7235
UC/CSU “A-G” Area Approvals:		Desire F	Then G	School Site/person that wrote and submitted the course:		Matt Hancock
Recommend Skills:	Successful completion of Music Technology 1AB					
Next course(s):	none					
Textbook and/or software to be used:	No textbooks. Ableton live and GarageBand software					

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Music Technology 2AB

DATE: March 24, 2022

INDUSTRY SECTOR: Arts, Media, and Entertainment Sector

PATHWAY: Performing Arts Pathway

CALPADS TITLE: Professional Music (Sub-Pathway 112B)

CALPADS CODE: 7235

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Sound Engineering Technicians	27-4014.00	Music Composers and Arrangers	27.2041.04
Audio and Video Equipment Technicians	27-4011.00	Musicians, Instrumental	27.2042.02
Producers	27-2012.01	Music Directors	27-2041.01

COURSE DESCRIPTION:

This course is designed to follow Music Technology 1AB and further refine the audio production skills learned in the first-year course. Getting beyond the skill level of the hobbyist, this course is a study in the professional level of detail in various forms of audio production.

In the field of professional sound, the difference between the amateur and professional is the level of ear training. While equipment and software are important, it is the ability to hear and manipulate details that go unnoticed by most people. The amateur knows to use reverb on the vocal tracks. The professional sets the specific timings of the reverb to achieve specific aesthetic qualities. This course provides a wide look at the many details that define professional level audio production.

To achieve advanced ear training in students the projects are drawn from a wide array of professional sound situations. The Music Technology 2AB course will prepare students for careers in music engineering and production, post-production for film and television, and live sound-mixing for theater and concerts. Students will develop an extensive digital audio portfolio (a collection of sound designs, podcasts and produced songs). The standards for the class are taken primarily from the Production & Managerial Arts pathway with considerable overlap with the Performing Arts pathway.

Students will create a wide variety of original compositions. The lessons in music theory, song structure, and composition continue to build on the music skills learned in the first-year course. Students learn the basics of a wide variety of instruments including piano, guitar, bass, voice, trap-set, and various percussion.

The first semester introduces Ableton as the primary software. Ableton offers more advanced versions of the same tools found in the GarageBand software used by first year students. The course is taught in a recording studio with workstations for each student, a wide variety of tuned instruments and percussion, isolation booths, and a collection of

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microphones. The first semester projects are intended to explore the advanced detail available in the Ableton digital audio workstation.

The second semester is focused on the student acting as producer and taking responsibility for entire projects from conception to completed recordings or live sound shows. These more complete projects allow for individualized instruction where needed and for students to focus on the specific areas of the profession of interest. The projects are based on their interests, musical taste, and prior skills. Accomplished singers and other musicians are encouraged to develop recording projects that emphasize their skills. Producers and engineers are encouraged to use the studio and work with other musicians to create musical projects or live shows.

PREREQUISITES:

High School Name:	Site Prerequisite:
Costa Mesa High School	Music Technology 1AB or teacher permission
Cloud Campus	Music Technology 1AB or teacher permission

A – G APPROVAL: ☐ Yes ☐ No ☒ Desired

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ARTICULATION:

High School Name:	College Name:	College Course Title:
None currently.	N/A	N/A

LEVEL: ☐ Participant ☐ Introductory ☐ Concentrator ☒ Capstone

CERTIFICATION:

High School Name:	Embedded/Leads to:	Description:
None currently.	N/A	N/A

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 OR SOFTWARE:

No textbooks.
Ableton live and GarageBand software

MODEL CTE PATHWAY:

Grade:	Fall Semester:	Spring Semester:
7-8	Introduction to Music Technology	Introduction to Music Technology
9-11	Music Technology 1A	Music Technology 1B
10-12	Music Technology 2A	Music Technology 2B

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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.

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.

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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 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

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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.

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 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.

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

I.	ADVANCED RECORDING TECHNIQUES	CR	LAB/CC	STANDARDS
	The primary focus of the first semester is introducing Ableton as the primary digital audio workstation software replacing the GarageBand software used in the first-year course. Students re-mix material created in GarageBand with Ableton as a way of learning the more advanced ways of processing sound. The lectures and demonstrations are of specific technical skills and how they impact projects. There are short student projects designed to reinforce each of these lessons. Specific skills and concepts include: • Students will demonstrate proper sound safety throughout the course. • Advanced audio track handling ◦ Shortcuts for simple processes • Final Master processes (leveling, compression, etc.) Students produce commercial quality recordings. • Using software to tune pitches without being noticeable. • Use of the stereo spectrum to create depth and width to audio projects. • Students refine mixes of song created with the introductory software. • Live instrumental performances are recorded demonstrating optimal microphone choice/placement. • Students learn to read and use the information on a microphone spec sheet. • Creating original loops and sample for use in specific projects. Students time adjust and level as necessary. • Students demonstrate advanced abilities to time adjust audio to fix specific projects that may or may not be on a grid.	40	20	Academic: LS 11-12.1, 11-12.2, 11-12.6 RSIT 11-12.7 RLST 11-12.3, 11-12.9 WHSST 11-12.2, 11-12.4, 11-12.6 ETS 1A,1B, 1C CTE Anchor: 1.0 2.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0 11.0 CTE Pathway: C1.0, 1.2, 1.3, 1.4 C2.1 C3.1 C4.1, 4.2, 4.3, 4.4 C5.1, 5.2 C6.4 C7.0, 7.1

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	• Various multi-mic setups are studied for recording a standard 5-piece drum set as well as other percussion (shakers, conga, cajon). Students recreate classic drum sounds. • Advanced use of effects including reverb, delay, exciters, pitch correction, and compressors is demonstrated in student projects. These uses go well beyond the pre-set options available and look at the details of timing, decay, and other settings. • Students to create 'mashup' songs that demonstrate advanced abilities to layer music and sounds from different key signatures, time signatures, and sound textures. • Students learn the advanced use of a sampler both as a tool for recording and as a live stage instrument. • Students learn to program advanced drumbeats using a software drum machine. These beats include odd time signatures, and humanization effects. • Students learn the advanced use of quantization to fix errors in timing. Students learn how triplets and other off grid timings are achieved. • Students use MIDI information in a wide variety of settings including triggering live sounds, keyboard programming, and other hardware control capabilities. • Students program digital mixers to optimize signal flow through different musical systems (mixers, software plugins, cabling, and amplifiers) for both live and recorded sound. • Students understand and use electronic music synthesizers in as both recording tools and live instruments.			
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II.	MUSIC STYLES AND GENRES	CR	LAB/CC	STANDARDS
	Music Technology students analyze, synthesize and evaluate the historical contributions and cultural dimensions of music through artist, composer, and cultural studies. Students analyze the role of many different types of music and composers. They understand the past and current context and develop their own music and cultural identity. A short daily ongoing unit throughout the year starts each class period. The class period starts with the introduction of a new artist chosen to represent a specific skill, instrument, style, song, or other notable musical trait. There is a short lecture followed by listening to and watching (if available) a single song performance. Students are asked to respond to the music through discussion and short answer questions. Some example artists used as daily lessons: Skills and Concepts include: • Comparing and contrasting styles and features of popular music. • Students will compare production techniques unique in different styles of music . • Students will gain insight into the music production industry by watching and listening to artists/ producers/ sound engineers. • Students will learn the archetypes commonly used as references points for specific sounds and styles. • Students produce quality, recorded music that demonstrates a historical and cultural context and also emulates chosen composers and cultures.	10		Academic: LS 11-12.1, 11-12.2, 11-12.4, 11-12.5, 11-12.6 RSIT 11-12.4 11-12.7, RLST 11-12.4, 11-12.7 WS 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7 WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9 CTE Anchor: 1.0 2.0 3.0 4.0 11.0 CTE Pathway: C2.0, 2.1 C4.2 B1.0 B2.0, 2.2, 2.6 B7.0, 7.3 B8.0, 8.1, 8.2, 8.3, 8.4 B9.0, 9.1, 9.5
III.	MUSIC THEORY AND INSTRUMENTS	CR	LAB/CC	STANDARDS
	To be able to most effectively work with musicians, sound engineers should have experience on a variety of instruments. Lessons are given in guitar, bass, keyboards, and drums.	5	15	Academic: LS 11-12.1, 11-12.2, 11-12.6 RSIT 11-12.4 RLST 11-12.3, 11-12.7 WS 11-12.6

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	Students study song writing and composition. Students learn common musical motifs and common chord progressions. Writing and recording their own musical compositions students. Theory lessons are tailored to individual student prior knowledge. Skills and concepts include: • Students study music theory and notation. • Students write compositions in various styles. • Students demonstrate the ability to use various notation methods (score, tab, MIDI). • Students score music by listening to the track. • Students learn to tune and change strings on various stringed instruments. • Alternate tunings are studied. • Students learn advanced drum tuning including various Latin and African drums. • Students learn the construction of the modal scales. • Students learn to create alternate scales (blues, melodic minor modes, etc.). • Students use scoring software to create midi tracks and vice versa. These are produced for a range of instruments. • Advanced rhythmic concepts are taught and incorporated into student projects. • Students learn to imitate various styles of music through original composition. • Students learn to coach vocalists during the recording process by analyzing performance and suggesting corrective methods. • Students learn the most common chord progression for a range of music (2-5-1 in Jazz, 1,5,6,4 in pop, 1,4,5 in blues, etc.). • Students play and record original solos for their projects. • Students play and record conga, shakers, cajon and			WHSST 11-12.4 CTE Anchor: 1.0 2.0 4.0 5.0 6.0 10.0 11.0 CTE Pathway: C5.0 B2.0, 2.5, 2.6 B5.0, 5.2, 5.4
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	other hand percussion instruments as well as electronic drums and acoustic drums that include MIDI triggered sounds.			
IV.	ADVANCED LIVE SOUND PRODUCTION	CR	LAB/CC	STANDARDS
	Sound safety is an integral part of all amplified sound lessons. Opportunities are sought to have students participate in the live sound reinforcement for various school and community events. Students provide sound reinforcement for bands at lunch, sound at rallies, student performances, etc. Sound for theater productions is also studied. Various microphone techniques (wireless body, stage floor, hanging) are studied as well as the unique signal routing necessary for a theater production (monitors in the pit, talkback mics, lobby sound, recording, etc.) Skills and concepts include: • Advanced speaker arrangements in an array of settings (sub woofers, indoor/outdoor concerts, theater productions, speaking engagements). • Advanced signal routing. Programming of various digital mixer for application specific purposes (theater, recording, concerts) • Advanced microphone uses including specialty mics for drums and voice and other instruments. • Wireless systems in the signal path. • Advanced use and combining of effects to enhance live performance. • Using programmable scenes to efficiently control multiple effects during a live performance. • Using the main console to provide different feeds (multiple monitor mixes, audio for video, talkback).	5	10	Academic: LS 11-12.1, 11-12.2, 11-12.6 RLST 11-12.7 WHSST 11-12.2, 11-12.4 PS 3.A SEP 1, 8 CTE Anchor: 1.0 2.0 4.0 5.0 6.0 10.0 11.0 CTE Pathway: C1.0, 1.2, 1.3, 1.4 C2.0, 2.1, 2.3 C3.0 C4.0, 4.4 C5.0, 5.1, 5.2 C6.0 C7.1

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	- Common live sound challenges (echo, feedback). - Cable routing, lighting, and stage safety best practices. - Artist needs during performance (monitoring, sound changes, instrument changes). - Measuring volume for audience and performer safety.			
V.	STUDENT PROJECTS	CR	LAB/CC	STANDARDS
	Students complete a variety of assigned and self-directed projects. Teacher directed projects are used to provide practice and demonstration of a specific skills. Projects seek to incorporate as much student choice in style and genre as possible. This unit is ongoing throughout the year. The Music-Tech 2AB student directed projects incorporate all aspects of the creative and recording process. Lengthy multifaceted student directed projects are a focus of the second semester. Students develop project ideas which are discussed with the teacher. Project guidelines, timelines, and points of teacher check-ins are scheduled. The projects are as diverse as the skills taught. Students can book studio time for their projects online. Time slots are offered during the class period, lunch, and after school. Small group lessons are provided for students working on similar projects. Check-in points are used to instruct on needed detail fixes. The finished projects are kept in the student's digital work portfolio as demonstrations of a wide array of skills. The student choice in these projects allows students to create portfolio items that reflect both their skills and their desired specialties (vocalists, instrumentalist, movie scoring, post-production, jingle writing, pop-music, etc.) Skills and concepts include: Sound safety.	10	45	Academic: LS 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT 11-12.7 RLST 11-12.3, 11-12.7, 11-12.9 WS 11-12.4, 11-12.6 WHSST 11-12.2 PS 3.A SEP 1, 8 CTE Anchor: 1.0 2.0 3.0 4.0 5.0 8.0 9.0 CTE Pathway: C1.0, 1.2., 1.3, 1.4 C2.0, 2.1, 2.3 C3.0 C4.0, 4.1, 4.3 C5.0, 5.2 B5.0 B6.0

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	• Project management and separation of responsibilities in a studio. • Effective artist management techniques (studio musicians, guests, soloists, etc.). • Advanced use of hardware available in the studio, including digital programming of mixers and synthesizers for situation specific projects. • Using studio musicians and other contributors. • Creating songs that include a wide array of instruments and sounds • Producing live concerts for a range of performers (bands, speakers, karaoke, etc.). • Recording choirs and other hard to capture sound sources. • Song choice for vocal soloists. • Advanced file formats and compression techniques. Students produces final product optimized for the specific situation. • Final mastering for radio, CD, streaming, and other formats. • Writing and performing music using the theory and techniques learned in class. • Copyright related to using existing materials. • Optimal setup of recording space for multi-instrument recordings (live bands in different booths, vocalists with accompaniment, etc.). • Pitch correction for both correct and modern vocal effect. • Studio/session time management.			
VI.	CAREER READINESS	CR	LAB/CC	STANDARDS
	Students examine a wide variety of careers withing the Arts, Media, and Entertainment industry. Audio production is integral to many different parts of the entertainment industry. Skills and concepts include:	10		Academic: LS 11-12.1, 11-12.2, 11-12.5, 11-12.6 WS 11-12.4, 11-12.6 WHSST 11-12.4 CTE Anchor: 1.0 2.0

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	- Students study copyright law as it relates to published music. Student read and respond in writing and discussion to various case studies and examples of common legal misunderstandings. - Students study artist relations and common entertainment contracts. Students study real contracts as examples of legal concepts. - Students prepare an update a resume - Students can identify the many audio related jobs within the entertainment industry. - Students demonstrate knowledge of the different professional certifications related to entertainment. - Students know the different trade unions and professional organizations common to the entertainment industry.			3.0 4.0 CTE Pathway: C4.0, 4.1 C5.1 C7.0
VII.	EMPLOYMENT PORTFOLIO	CR	LAB/CC	STANDARDS
	Students will prepare a professional portfolio. Work completed throughout the year is kept and the best included in a digital portfolio. - Portfolio showcases best professional level work - Portfolio is organized - Includes a Job application - Includes an entry level resume with references	10		Academic: LS 11-12.1, 11-12.2, 11-12.5, 11-12.6 WS 11-12.4, 11-12.6 WHSST 11-12.4 CTE Anchor: 1.0 2.0 3.0 4.0 CTE Pathway: C4.0, 4.1 C5.1 C7.0