



# Regional Occupational Program

## Television and Video Production A-G

### 2025-2026

#### COURSE DESCRIPTION

This course provides students with the educational background and practical experience necessary for entry-level positions in a variety of positions in television production, television broadcasting, film production and video production. The course includes the use and purpose of common equipment found in the field. Instruction and practical experience will cover single and multiple camera production, video production, imaging, sound and scripting. The instruction and skill development will also provide students with a solid foundation for continued post-secondary training.

#### Course Information

|                  |                                    |
|------------------|------------------------------------|
| Course Length:   | 1 Year                             |
| Prerequisite:    | None                               |
| Course Level:    | Concentrator                       |
| UC:              | Yes G - Visual and Performing Arts |
| Articulated:     | No                                 |
| Industry Cert.:  | No                                 |
| Industry Sector: | Arts, Media, and Entertainment     |
| Pathway:         | Production and Managerial Arts     |
| CALPADS:         | 7244                               |

#### O\*Net SOC Codes

|         |   |
|---------|---|
| 27-4032 | Film and Video Editor                         |
| 27-4031 | Camera Operators, Television, Video, and Film |
| 27-4012 | Broadcast Technicians                         |
| 27-4011 | Audio and Video Equipment Technician          |

#### Legend

|          |   |
|----------|---|
| CTE - PS | CTE Pathway Standards                             |
| CRP      | Career Ready Practices                            |
| CTE - AS | CTE Anchor Standards                              |
| CCSS     | Common Core State Standards                       |
| ISTE     | International Society for Technology in Education |

*Includes updates from the 24/25 Arts, Media and Entertainment Advisory [Advisory Minutes](#)*

## Television and Video Production

### Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

## Big Six: Career Ready Essentials

| 1. Effective Communication  | CTE – PS | CRP  | CTE - AS   | CCSS  | ISTE  |
|---|----------|--|--|---|---|
| <ol style="list-style-type: none"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol> |          | <u>1</u><br><u>2</u><br><u>11</u>            | <u>2</u><br><u>3</u><br><u>4</u><br><u>5</u><br><u>7</u><br><u>8</u><br><u>9</u><br><u>10</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>SLS</u><br><u>11-12.2</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><br><u>WS</u><br><u>11-12.7</u><br><u>11-12.6</u> | <u>1b,c</u><br><u>2c</u><br><u>3b,c</u><br><u>5c</u><br><u>6b,c,d</u> |
| 2. Collaboration, Creativity, and Critical Thinking   | CTE - PS | CRP  | CTE - AS   | CCSS  | ISTE  |
| <ol style="list-style-type: none"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> </ol>  |          | <u>2</u><br><u>4</u><br><u>5</u><br><u>7</u> | <u>2</u><br><u>3</u><br><u>4</u>   | <u>LS</u><br><u>9-10</u><br><u>11- 12.6</u>   | <u>1c</u><br><u>3c,d</u><br><u>4a-d</u><br><u>5c,d</u>                |

|  |                 |                                    |   |   |   |
|--|-----------------|------------------------------------|---|---|---|
| <ul style="list-style-type: none"> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul>                                  |                 | <u>9</u><br><u>10</u><br><u>11</u> | <u>5</u><br><u>7</u><br><u>8</u><br><u>9</u><br><u>11</u> | <u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><u>11-12.2</u><br><br><u>WS</u><br><u>11-12.7</u><br><u>11-12.6</u> | <u>6c</u><br><u>7b,c,d</u>              |
| <b>3. Leaders and Teams: Roles and Responsibilities</b>  | <b>CTE – PS</b> | <b>CRP</b>                         | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b>                             |
| <ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <b>Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</b></li> <li>c. Explain the importance of technical, social, and communication skills to team success.</li> <li>d. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>g. Examine situations in which a follower becomes the leader.</li> <li>h. Describe twenty-first-century skills required across all occupations.</li> <li>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>j. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul> |                 | <u>7</u><br><u>8</u><br><u>9</u>   | <u>3</u><br><u>7</u><br><u>8</u><br><u>9</u><br><u>11</u> | <u>SLS</u><br><u>11-12.2</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><br><u>WS</u><br><u>11-12.6</u>                   | <u>7a,c</u>                             |
| <b>4. Legal, Ethical, and Environmental Considerations</b>   | <b>CTE - PS</b> | <b>CRP</b>                         | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b>                             |
| <ul style="list-style-type: none"> <li>a. Demonstrate industry specific ethical and legal practices.</li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> <li>c. <b>Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</b></li> </ul>  |                 | <u>5</u><br><u>7</u><br><u>8</u>   | <u>3</u><br><u>5</u><br><u>7</u>                          | <u>WS</u><br><u>11-12.6</u><br><u>11-12.7</u>   | <u>2a,b</u><br><u>3a,b</u><br><u>5c</u> |

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| <ul style="list-style-type: none"> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> <li>e. Summarize the ethical and legal implications of workplace discrimination and harassment.</li> <li>f. Explain the concept of corporate citizenship.</li> <li>g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment.</li> <li>h. Analyze current environmental laws and regulations and their impact on industry.</li> <li>i. Compare and contrast both society's and industry's impact on the environment.</li> </ul>  |                 | <u>12</u>   | <u>8</u><br><u>9</u><br><u>11</u>  | <u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-</u><br><u>12.1d</u><br><u>11-12.2</u>   | <u>6c</u>   |
| <b>5. Personal Growth and Career Planning</b>   | <b>CTE - PS</b> | <b>CRP</b>  | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b>   |
| <ul style="list-style-type: none"> <li>a. <b>Demonstrate continued personal development and growth.</b></li> <li>b. <b>Develop and manage a personal growth and career plan.</b></li> <li>c. Explain the relationship between sound financial habits and financial security.</li> <li>d. Create and manage a personal financial plan.</li> <li>e. Demonstrate initiative in achieving personal and professional goals.</li> <li>f. Apply time management strategies to meet deadlines.</li> <li>g. Demonstrate a growth mindset through flexibility and a positive attitude.</li> <li>h. Select and demonstrate appropriate job-search and retention techniques.</li> <li>i. Demonstrate strategies to prepare for employment.</li> <li>j. Demonstrate interpersonal skills appropriate for the workplace.</li> <li>k. Elaborate on the importance of perseverance to personal and professional success.</li> <li>l. Discover personal career interests, aptitudes, and skills.</li> </ul>  |                 | <u>1</u><br><u>2</u><br><u>3</u><br><u>4</u><br><u>6</u>  | <u>2</u><br><u>3</u><br><u>4</u><br><u>7</u><br><u>8</u><br><u>11</u>              | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><u>11-12.2</u><br><br><u>WS</u><br><u>11-12.6</u> | <u>1a</u><br><u>3a,c</u><br><u>4d</u><br><u>6a,d</u><br><u>7b</u> |
| <b>6. Workplace Safety and Personal Wellness</b>  | <b>CTE - PS</b> | <b>CRP</b>  | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b>   |
| <ul style="list-style-type: none"> <li>a. <b>Demonstrate proper industry specific safe work practices to prevent injury or illness.</b></li> <li>b. <b>Assess the potential impact of goal setting on personal and professional success.</b></li> <li>c. Describe the role of security and emergency procedures in workplace safety.</li> <li>d. Describe the effect of preventative measures on emergencies in the workplace.</li> <li>e. Identify and describe the causes, prevention, and treatment of common accidents.</li> <li>f. Identify local, state, and federal agencies that regulate workplace safety.</li> <li>g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA).</li> <li>h. Discuss the basics of system operations.</li> <li>i. Demonstrate the proper use of personal protective equipment (PPE).</li> <li>j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS).</li> <li>k. Identify hazardous materials and chemicals.</li> <li>l. Demonstrate proper procedures to respond to work-related accidents and injuries.</li> <li>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</li> </ul> |                 | <u>2</u><br><u>5</u><br><u>6</u><br><u>8</u><br><u>12</u> | <u>2</u><br><u>5</u><br><u>6</u><br><u>7</u><br><u>8</u><br><u>10</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u><br><u>11-12.6</u><br><br><u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u> | <u>1a,d</u><br><u>2a,d</u><br><u>5b</u>                           |

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|---|--|--|--|--|--|
| n. Demonstrate cyber ethics, cyber safety, and cybersecurity.   |  |  |  |  |  |
| o. Assess the potential impact of preventative physical and mental health measures on workplace safety. |  |  |  |  |  |

**Television and Video Production Units of Instruction**

| <b>7. Industry Terminology</b>   | <b>CTE-PS</b>  | <b>CRP</b>  | <b>CTE- AS</b>  | <b>CCSS</b>  | <b>ISTE</b> |
|--|--|---|---|--|-------------|
| <p>a. Properly utilize the terminology of film, video and television production in a practical setting.</p> <p>b. View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.</p> <p>c. Define basic terms used in film, video, and television production occupations.</p> <p>d. Describe how and when to use the terminology associated with film, video, and television production.</p> <p>e. Describe and explain specific procedures using the correct industry-related terminology.</p> <p>f. Communicate an idea, theme, or emotion of a television or video production using basic terminology.</p>      |  | <u>1</u><br><u>2</u><br><u>5</u>  | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>                                     | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u>  |             |
| <b>8. Production Team Positions and Responsibilities</b>   | <b>CTE - PS</b>  | <b>CRP</b>  | <b>CTE - AS</b>   | <b>CCSS</b>  | <b>ISTE</b> |
| <p>a. Identify and describe the responsibilities of the following positions: producer, director, and camera operator.</p> <p>b. Analyze and differentiate the function of the various members of a production team.</p> <p>c. Practice and list the responsibilities of a producer, director, technical director, audio technician, camera operator, lighting director, and set designer.</p> <p>d. Identify and describe the role of personnel that seek talent for productions.</p> <p>e. Plan and conduct talent workshops that demonstrate the reading and writing of scripts for teleprompters, talent try-outs, and production talent reel demos.</p>          | <u>C2.3</u><br><u>C3.0</u><br><u>C3.1</u><br><u>C5.1</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>7</u><br><u>8</u><br><u>9</u><br><u>10</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>7</u><br><u>8</u><br><u>9</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u><br><br><u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1b</u><br><u>11-12.1d</u> |             |
| <b>9. Legal and Ethical Issues</b>   | <b>CTE - PS</b>  | <b>CRP</b>  | <b>CTE - AS</b>   | <b>CCSS</b>  | <b>ISTE</b> |
| <p>a. Identify and describe legal issues affecting television and video production.</p> <p>b. Describe some of the ethical issues involved in television and video production.</p> <p>c. Compare and contrast censorship and freedom of the press.</p> <p>d. Explain the importance of fairness when presenting political and controversial issues.</p> <p>e. Explain and define legal terminology such as libel, slander, and plagiarism and describe possible connections to television and video productions.</p> <p>f. Explain the legal use of copyrighted material and non-copyrighted materials and how to obtain permission to use copyrighted material.</p> | <u>C7.1</u>  | <u>1</u><br><u>2</u><br><u>5</u><br><u>8</u><br><u>11</u><br><u>12</u>            | <u>1</u><br><u>2</u><br><u>5</u><br><u>8</u><br><u>11</u>                         | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u><br><br><u>SLS</u>  |             |

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| <ul style="list-style-type: none"> <li>g. Define “fair use” under the copyright law.</li> <li>h. Identify the FCC and describe their jurisdiction pertaining to television, radio, and broadcast licensing.</li> <li>i. Identify and describe licensing for television and video productions and intellectual properties.</li> </ul>  |  |  |  | <a href="#">11-12.1d</a>   |             |
| <b>10. Introduction to the Television Studio</b>  | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>  | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Identify the main areas of a television studio and describe how they are utilized.</b></li> <li>b. <b>Demonstrate knowledge of industry safety standards and practices in all areas of television studio.</b></li> <li>c. Identify and describe the function of equipment in the control room.</li> <li>d. Describe and explain the purpose of an engineering rack.</li> <li>e. Describe the impact lighting can have on a television production.</li> <li>f. Diagram cable layout and routing for equipment explain how they are connected.</li> <li>g. Determine the proper location of monitors and speakers in the studio.</li> </ul>  | <a href="#">C1.0</a>   | <ul style="list-style-type: none"> <li><a href="#">1</a></li> <li><a href="#">2</a></li> <li><a href="#">4</a></li> <li><a href="#">5</a></li> <li><a href="#">11</a></li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">1</a></li> <li><a href="#">2</a></li> <li><a href="#">4</a></li> <li><a href="#">5</a></li> <li><a href="#">11</a></li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">LS</a></li> <li><a href="#">9-10</a></li> <li><a href="#">11-12.6</a></li> <li><a href="#">WS</a></li> <li><a href="#">11-12.6</a></li> <li><a href="#">11-12.7</a></li> </ul>  |             |
| <b>11. Stages of Production</b>   | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>  | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Competently summarize the three stages of production and their characteristics.</b></li> <li>b. <b>Describe how the cast and crew have a part in each stage of production.</b></li> <li>c. Demonstrate understanding of the appropriate use of technology in each phase of the production planning.</li> <li>d. Coordinate the sets and locations with equipment and transportation.</li> <li>e. Describe how the budget impacts the stages of production.</li> <li>f. Practice editing and audio sweetening.</li> <li>g. Explain how productions are planned and promoted and distributed.</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">C4.2</a></li> <li><a href="#">C4.3</a></li> <li><a href="#">C4.4</a></li> <li><a href="#">C5.2</a></li> <li><a href="#">C7.5</a></li> <li><a href="#">C7.6</a></li> </ul> | <ul style="list-style-type: none"> <li><a href="#">1</a></li> <li><a href="#">2</a></li> <li><a href="#">4</a></li> <li><a href="#">5</a></li> <li><a href="#">8</a></li> <li><a href="#">9</a></li> <li><a href="#">11</a></li> <li><a href="#">12</a></li> </ul> | <ul style="list-style-type: none"> <li><a href="#">1</a></li> <li><a href="#">2</a></li> <li><a href="#">4</a></li> <li><a href="#">5</a></li> <li><a href="#">8</a></li> <li><a href="#">9</a></li> <li><a href="#">11</a></li> </ul> | <ul style="list-style-type: none"> <li><a href="#">LS</a></li> <li><a href="#">9-10</a></li> <li><a href="#">11-12.6</a></li> <li><a href="#">SLS</a></li> <li><a href="#">11-12.1b</a></li> <li><a href="#">11-12.1d</a></li> <li><a href="#">WS</a></li> <li><a href="#">11-12.6</a></li> <li><a href="#">11-12.7</a></li> </ul> |             |
| <b>12. Studio and Field Cameras</b>   | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>  | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Compare and contrast studio and field cameras.</b></li> <li>b. <b>Describe how the cast and crew have a part in each stage of production.</b></li> <li>c. Describe the purpose of viewfinders, lenses, and pick up tubes.</li> <li>d. Analyze the environment to select appropriate equipment.</li> <li>e. Describe a charged couple device (CCD).</li> <li>f. Practice camera operation that includes panning, tilting, arcing, focusing, and the use of the zoom.</li> <li>g. Produce special effects using swish panning and defocusing to focusing.</li> <li>h. Identify what not to do when operating a camera.</li> <li>i. Use a hand-held camera with lighting in the field.</li> </ul> | <a href="#">C2.0</a>   | <ul style="list-style-type: none"> <li><a href="#">1</a></li> <li><a href="#">2</a></li> <li><a href="#">5</a></li> <li><a href="#">10</a></li> <li><a href="#">11</a></li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">1</a></li> <li><a href="#">2</a></li> <li><a href="#">5</a></li> <li><a href="#">11</a></li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">LS</a></li> <li><a href="#">9-10</a></li> <li><a href="#">11-12.6</a></li> <li><a href="#">WS</a></li> <li><a href="#">11-12.7</a></li> </ul>   |             |

| 13. Video Recording  | CTE - PS                                     | CRP  | CTE - AS  | CCSS  | ISTE |
|--|--|--|---|---|------|
| <ul style="list-style-type: none"> <li>a. Describe and demonstrate the features of video recording.</li> <li>b. Compare and contrast the advantages and quality of standard definition television (SD or SDTV) from high-definition television (HD) recordings.</li> <li>c. Check cable connections.</li> <li>d. Accurately set video and audio levels.</li> <li>e. Precisely cue for playback.</li> <li>f. Demonstrate the use of a real-time counter.</li> </ul>   | <a href="#">C1.0</a><br><a href="#">C1.2</a> | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u>                           | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>11</u>             | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.6</a><br><a href="#">11-12.7</a>   |      |
| 14. Audio Basics   | CTE - PS                                     | CRP  | CTE - AS  | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. Demonstrate the fundamentals of audio essentials.</li> <li>b. Define and describe sound terminology for video.</li> <li>c. Set-up audio equipment properly for a variety of applications in video production.</li> <li>d. Demonstrate the use of mixers and patch panels to enhance audio levels.</li> <li>e. Utilize various audio file formats and tracks for a production.</li> <li>f. Download internet audio files from open-source sites.</li> <li>g. Record and edit voice narration.</li> </ul>  | <a href="#">C1.1</a><br><a href="#">C1.2</a> | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>10</u><br><u>11</u> | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>11</u>             | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.6</a><br><a href="#">11-12.7</a>   |      |
| 15. Directing a Production   | CTE - PS                                     | CRP  | CTE - AS  | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. Follow and explain established procedures for all stages of directing a production.</li> <li>b. Describe the role of a television production director.</li> <li>c. Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.</li> <li>d. Prepare a storyboard.</li> <li>e. Exhibit leadership for the production crew.</li> <li>f. Utilize proper terminology to communicate clearly with the crew.</li> <li>g. Describe the responsibilities of a director during pre-production, production, and post-production.</li> </ul> | <a href="#">C3.1</a><br><a href="#">C4.1</a> | <u>1</u><br><u>2</u><br><u>5</u><br><u>8</u><br><u>9</u><br><u>10</u>  | <u>1</u><br><u>2</u><br><u>5</u><br><u>8</u><br><u>9</u><br><u>11</u> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><br><a href="#">SLS</a><br><a href="#">11-12.1b</a><br><a href="#">11-12.1d</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a> |      |
| 16. Video Editing  | CTE - PS                                     | CRP  | CTE - AS  | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. Integrate procedures and equipment to edit video.</li> <li>b. Describe and list the steps to edit video.</li> <li>c. Demonstrate digital non-linear editing techniques to include graphics, special effects, transitions, and audio insertion/mixing.</li> <li>d. Utilize video editing software.</li> <li>e. Explain the importance of continuity in film editing.</li> <li>f. Interface the character generator with the editing system.</li> <li>g. Apply and describe editing aesthetics.</li> </ul>   | <a href="#">C2.3</a><br><a href="#">C4.4</a> | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>11</u>              | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>11</u>             | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.6</a><br><a href="#">11-12.7</a>   |      |

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| h. Explore digital editing techniques.  |  |  |   |  |             |
| <b>17. Television Production Lighting</b>   | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>   | <b>CCSS</b>  | <b>ISTE</b> |
| <p>a. <b>Facilitate lighting for a television production.</b></p> <p>b. <b>Describe the impact lighting can have on a television production.</b></p> <p>c. Identify safety concerns with lighting.</p> <p>d. Identify basic lighting instruments such as floodlights, spotlights and soft lights and describe their purposes.</p> <p>e. Describe and practice three-point lighting such as key, fill, and back light.</p> <p>f. Revise lighting to develop different moods.</p> <p>g. Compare and contrast studio lighting and location lighting.</p>   | <u>C4.4</u>  | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>11</u>                                      | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>11</u>                         | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.6</u><br><u>11-12.7</u>  |             |
| <b>18. Producing and Directing Broadcast</b>  | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>   | <b>CCSS</b>  | <b>ISTE</b> |
| <p>a. <b>Produce and direct a newscast.</b></p> <p>b. <b>Identify and demonstrate the responsibilities and activities associated with the pre-production, production, and post-production of a creative project.</b></p> <p>c. Select appropriate story materials.</p> <p>d. Prepare script or storyboard.</p> <p>e. Produce and edit B-roll.</p> <p>f. Prepare the teleprompter from the script.</p> <p>g. Organize the elements to be used in the production.</p> <p>h. Select on-screen talent and off-screen crew.</p> <p>i. Create a call sheet for equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.</p> <p>j. Rehearse the broadcast.</p> <p>k. Record the broadcast on video.</p> <p>l. Distinguish between different journalistic styles.</p> <p>m. Compare and contrast characteristics of a television or video format to a newspaper or magazine.</p> | <u>C4.0</u><br><u>C4.1</u><br><u>C4.2</u><br><u>C4.3</u><br><u>C4.4</u><br><u>C4.5</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>7</u><br><u>8</u><br><u>9</u><br><u>10</u><br><u>11</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>7</u><br><u>8</u><br><u>9</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u><br><br><u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><u>11-12.1b</u> |             |

## A-G Approved Key Assignments

|     |  |
|-----|--|
| 1.  | Study and memorize industry specific terms. As the course progresses students will be required to and assessed on their proper use of the terms. <i>Unit(s) All</i>  |
| 2.  | <b>Independent Research</b> - Research teacher assigned production team position to create a 3-5 minute multimedia presentation that includes: daily tasks, skills and abilities required, education level, examples of work created by someone that holds the position, average salary, and examples of how a high school student can gain experience that would be beneficial to this career. <i>Unit(s) 8</i>   |
| 3.  | <b>Presentation</b> - Career research presentations will be presented to the class. Each student will be required to take notes on all the positions presented. Students will study notes to better understand the importance of each position to the entire production. <i>Unit(s) 8</i>  |
| 4.  | <b>Talent Workshop</b> - Plan and conduct talent workshops that demonstrate the reading and writing of scripts for teleprompters, talent try-outs, and production talent reel demos. <i>Unit(s) 8</i>  |
| 5.  | <b>Case Study</b> - Identify and research one copyright infringement case. Write a 2-3 page paper summarizing the case, the verdict, and how the case has impacted both customers and creators. <i>Unit(s) 9</i>   |
| 6.  | <b>Television Studio Set Design</b> - Create a studio floorplan that includes all needed equipment with proper placement, a detailed diagram for cable layout and routing for equipment, descriptions of each area of the studio that includes proper names of equipment and their functions, and an explanation placement and safety considerations. The floorplans will be displayed in the classroom and/or on the class website to be critiqued. <i>Unit(s) 10</i> |
| 7.  | <b>Stages of Production</b> - In groups, create a short introductory video on one of the three stages of production explaining the roles cast and crew manage within each of the assigned stages. Videos will be shared with the other groups upon completion. <i>Unit(s) 11</i>   |
| 8.  | <b>Conveying a Message</b> - In pairs, film a short 1-2 minute scene conveying a message without dialogue, storyboard and create a silent film utilizing the effective use of camera angles and editing techniques. In groups, screen and discuss each silent film for camera operating techniques. <i>Unit(s) 12</i>  |
| 9.  | <b>Film Quality</b> - Write a 1-2 page paper comparing and contrasting the advantages, disadvantages, and quality of SD verses HD, when each would be used and why. <i>Unit(s) 13</i>  |
| 10. | <b>Sound Effects</b> - Use a sound editing program to fix and enhance (e.g., fade in and out, remove clicks, noises, add effects) a damaged music file. Use repaired files to create a sound library. <i>Unit(s) 14</i>  |
| 11. | <b>Short Film</b> - Student filmmakers will write, shoot, and edit one narrative short film, 2-3 minutes in length in groups. They will demonstrate their point of view through their narrative while working as a cohesive team. They will have clear guidelines as to what qualities their film must include and be able to demonstrate all the skills learned over the year. <i>Unit(s) 15</i>  |
| 12. | <b>Post-Production</b> - Watch Final Cut Pro tutorials online to prepare for editing class projects. Students learn how to operate the editing software, and, by working on some aspect of post-production of their class projects, they learn how important this stage of production is in effectively achieving their artistic goals on each project. <i>Unit(s) 16</i>  |
| 13. | <b>Lighting</b> - Select a short 2-3 minute scene. Students write out their own script for the selected scene and with the appropriate lighting and sound equipment. After production, students will view each other's finished. After viewing, students will write a reflection essay on the importance of lighting and sound and the impact they have on a production. <i>Unit(s) 17</i>   |
| 14. | <b>News Segment</b> - In groups, write, and produce a news segment utilizing effective 3 camera studio technique, encompassing lighting, directing, technical directing, talent, audio, editing, graphics, and titles. In groups, screen and discuss each news segment. <i>Unit(s) 18</i>  |

## **Standards Alignment**

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

### Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

## CTE Anchor Standards—Common Core English Language Arts Alignment

### *Anchor Standard 1: Academics*

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

### *Anchor Standard 2: Communications*

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

### *Anchor Standard 3: Career Planning and Management*

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

### *Anchor Standard 4: Technology*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

### *Anchor Standard 5: Problem Solving and Critical Thinking*

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

### *Anchor Standard 6: Health and Safety*

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

### *Anchor Standard 7: Responsibility and Flexibility*

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

### *Anchor Standard 8: Ethics and Legal Responsibilities*

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

### *Anchor Standard 9: Leadership and Teamwork*

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

### *Anchor Standard 10: Technical Knowledge and Skills*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

### *Anchor Standard 11: Demonstration and Application*

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

## CTE Model Curriculum Standards—Industry Sectors and Pathways

### **Arts, Media, and Entertainment**

#### **C. Production and Managerial Arts**

- C1.0 *Demonstrate knowledge of industry safety standards and practices in all areas of technical production.*
- C1.1 *Demonstrate understanding of various power tools used in construction and rigging.*
- C1.2 *Demonstrate knowledge of basic electrical safety.*
- C2.0 *Understand the technical support functions and artistic competencies in film, video, and live production.*
- C2.3 *Plan one technical component of a production from design to performance.*
- C3.0 *Analyze and differentiate the function of the various members of a production team.*
- C3.1 *Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), post production, etc.*
- C4.0 *Demonstrate key skills and an understanding of the complexities of production planning.*
- C4.1 *Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.*
- C4.2 *Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production.*
- C4.3 *Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.*
- C4.4 *Demonstrate understanding of the appropriate use of technology in each phase of the production planning.*
- C4.5 *Create a call sheet for equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.*
- C5.1 *Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.*
- C5.2 *Plan the general coordination of various elements in a project or production.*
- C7.1 *Identify and describe licensing management for live and media based productions and intellectual properties.*
- C7.5 *Understand the components of marketing campaigns for live and media based productions, including advertising in both traditional and social media.*
- C7.6 *Demonstrate understanding of the distribution component of both live and media based production including Web, print, radio, television, and communication based options.*

## ISTE Standards for Students

**1. Empowered Learner-** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

**2. Digital Citizen-** Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

**3. Knowledge Constructor-** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

**4. Innovative Designer-** Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

**5. Computational Thinker-** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*

*c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

*d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

**6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

*a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*

*b) Students create original works or responsibly repurpose or remix digital resources into new creations.*

*c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.*

*d) Students publish or present content that customizes the message and medium for their intended audiences.*

**7. Global Collaborator-** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

*a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.*

*b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.*

*c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.*

*d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*