



**COURSE DESCRIPTION**

# Regional Occupational Program

## Art of Video Production A-G 2026-2027

This course will provide students with an understanding of aesthetic concepts with instruction in theoretical principles and application through practice in the art of video production. Students will study the language of visual arts and analyze historical television content to current culturally diverse issues in relation to the influence they have on television production. Students will have the opportunity to participate in an additional one hundred and eighty hours of practicum. Students will design and create a presentation portfolio. Students focusing on visual arts will be prepared to continue their education at the level required by the University system.

**Course Information:**

Course Length: 1 to 2 Years  
 Prerequisite: Television and Video Production  
 Course Level: Capstone  
 UC: Yes G - Visual and Performing Arts  
 Articulated: No  
 Industry Cert.: No  
 Industry Sector: Arts, Media, and Entertainment  
 Pathway: Production and Managerial Arts  
 CALPADS: 7249

**O\*Net SOC Codes:**

27-4032 Film and Video Editors  
 27-4012 Broadcast Technicians  
 27-4014 Sound Engineers  
 27-2012 Producers and Directors  
 27-4031 Camera Operators, Television, Video and Film

**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 25/26 Arts, Media and Entertainment Advisory  
Advisory Minutes*

## Art of 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> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <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> </ol>		<u>2</u> <u>4</u> <u>5</u>	<u>2</u> <u>3</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11- 12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u>

<ul style="list-style-type: none"> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> <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>7</u> <u>9</u> <u>10</u> <u>11</u>	<u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>5c,d</u> <u>6c</u> <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> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <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. <b>Demonstrate industry specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> </ul>		<u>5</u> <u>7</u>	<u>3</u> <u>5</u>	<u>WS</u> <u>11-12.6</u>	<u>2a,b</u> <u>3a,b</u>

<ul style="list-style-type: none"> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> <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>8</u> <u>12</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>11-12.7</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	<u>5c</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> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <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> </ul>		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

<p>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</p> <p>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</p> <p>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</p>					
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## Art of Video Production Units of Instruction

7. Perspective on Video	CTE-PS	CRP	CTE- AS	CCSS	ISTE
<p>a. <b>Recall and use common video production vocabulary and terminology.</b></p> <p>b. <b>Describe the importance of visual storytelling in society.</b></p> <p>c. Recognize and demonstrate basic storytelling structure.</p> <p>d. Critique videos, films, and clips from alternate points of view.</p> <p>e. Use the storytelling structure to develop a script on a debatable subject (i.e., cultural sensitivity, ethical issues, censorship).</p> <p>f. Discuss political issues in relation to television production.</p> <p>g. Compare and contrast political endorsements, advertisements, and FCC regulations.</p> <p>h. Identify and describe the intent of various productions and their probable influence on society.</p> <p>i. Explain how the perception of art changes from film to television and support the validity that video production is an art form.</p>	<a href="#">C4.2</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
8. Analyzing Genre	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Identify the elements of a genre.</b></p> <p>b. <b>Define genre as it relates to film and video production.</b></p> <p>c. Discuss the diverse social, economic, and political overtones that shaped television programming.</p> <p>d. Identify and describe the genre and theme of historical television shows (i.e., Gunsmoke, Happy Days, Seinfeld, NCIS, Burn Notice, etc.).</p> <p>e. Compare and contrast two genres of television.</p> <p>f. Research an artist and analyze the artist's impact on the student's own work.</p> <p>g. Discuss the difference between an artist's intentions and a viewer's perception.</p>	<a href="#">C4.2</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
9. Cultural and Historical Impact of Contemporary Television and its Influence	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Assess the historical and current impacts of cultural sensitivity and diversity in programming.</b></p> <p>b. <b>Explore the impact of the golden age of television on American Culture.</b></p>	<a href="#">C4.2</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">4</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	



<p>b. <b>Apply the proper visual arts terminology to communicate with the crew: talent, lighting, stage, and production.</b></p> <p>c. Prepare script or storyboard with proper storytelling techniques.</p> <p>d. List and practice the responsibilities of a producer, director, technical director, audio operator, camera operator, and floor director.</p> <p>e. Identify and describe the role personnel uses to seek talent for productions.</p> <p>f. Exhibit leadership skills for crew control.</p>	<p><a href="#">C4.2</a> <a href="#">C5.1</a> <a href="#">C5.2</a></p>	<p><a href="#">2</a> <a href="#">4</a> <a href="#">5</a></p>	<p><a href="#">2</a> <a href="#">4</a> <a href="#">5</a> <a href="#">11</a></p>	<p><a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.6</a> <a href="#">11-12.7</a></p>	
<p><b>12. Sound Technologies</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. <b>Properly place microphones for optimal sound, record voiceovers, accurately set video audio levels.</b></p> <p>b. <b>Demonstrate the use of mixers and patch panels to enhance audio levels.</b></p> <p>c. Compose and experiment with various sounds commonly used in television production.</p> <p>d. Complete audio sweetening.</p> <p>e. Study, record, and recreate realistic ambient sounds to use in video productions to add depth without underscoring the visual effects or actions.</p> <p>f. Describe the historical development of sound in television production, through the development of the Foley artists, and the value of sound as an art form.</p> <p>g. Explain how produced sounds and sound technology are used to create an artistic experience in listening and hearing.</p> <p>h. Describe the impact of sound obstruction in volume in video production.</p>	<p><a href="#">C2.3</a> <a href="#">C4.4</a> <a href="#">C5.2</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">10</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a></p>	
<p><b>13. Lighting Technologies</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Describe and practice three-point lighting, such as key, fill, and backlight.</p> <p>b. Describe how lighting affects the mood and overall perception of the piece to the audience.</p> <p>c. Compare and contrast studio lighting and location lighting, ensuring proper usage for both.</p> <p>d. Utilize the art elements and principles of design in the use of lighting in their production.</p> <p>e. Apply various forms of lighting in the same video sequence to demonstrate and dramatize the effects on the mood of the production.</p> <p>f. Discuss the history of lighting in the theatre, television set-design, and film.</p> <p>g. Compare and contrast classic and contemporary lighting techniques.</p>	<p><a href="#">C2.3</a> <a href="#">C4.4</a> <a href="#">C5.2</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">4</a> <a href="#">5</a> <a href="#">10</a> <a href="#">11</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">4</a> <a href="#">5</a> <a href="#">10</a> <a href="#">11</a></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a> <a href="#">11-12.6</a></p>	

<b>A-G Approved Key Assignments</b>	
1.	Students will prepare a three-page script relating to a debatable subject. Students may use examples of cultural sensitivity, ethical issues, or censorship. The script must utilize the vocabulary of the visual arts in relation to the video industry, with proper terminology diagrammed during storytelling. <i>Unit(s) 7, 8, 9</i>
2.	Students will correctly use visual arts vocabulary to discuss political issues in relation to television production, such as fair representation and presentation of topics. Students will identify and discuss the similarities and differences between political endorsements, advertisements, and FCC regulations. Students will identify the intentions of these productions and the implications of those intentions regarding their influence on society through visual storytelling. <i>Unit(s) 7, 8, 9</i>
3.	Students will compare and contrast videos spanning several decades. They will discuss the use of the elements of art and principles of design in each video they view and the intention of the artist versus the student's interpretation. Students will use visual arts vocabulary to describe each of the methods used to produce the video, such as color, scale, content, composition, and distortion. Students identify an artist that inspires them and prepare a research paper explaining the artist's influence on their work. Group discussions on the chosen artists further clarify the student's intentions in their choice of media style. <i>Unit(s) 7, 8, 9, 10</i>
4.	Students research and discuss the developmental history of television production. Students identify and understand the progression of television programming, from the transformation of radio shows into live television broadcasts to the on-stage recording, editing, and broadcasting of current television programs. Students view and analyze a sampling of programs from the golden age of television, which had profound effects on the American culture. Group discussions identify the diverse social, economic, and political overtones by the decades they helped define. Cultural sensitivity becomes recognizable, and diversity within programming is addressed. <i>Unit(s) 7, 8, 9, 10</i>
5.	Students will prepare a two-page paper based on two genres of television or film to compare and contrast. Students will correctly identify the elements of the genre, leading to their identification and properly use vocabulary for television. Submission of an outline, rough draft, and final draft with citations to their chosen videos is required. <i>Unit(s) 7, 8, 9, 10</i>
6.	Students will view several period television shows with the class. They will choose one show that they feel influenced society based on the content of the program at its time in history and write a one-page essay explaining how it was influential, and the reaction of society. <i>Unit(s) 7, 8, 9, 10</i>
7.	Students will prepare a four-page research paper on a chosen artist and explain why the artist has had a significant influence on their work. The goal is for the student to understand the cultural and historical impact of their own media choice and develop perceptual skills relating to intention in media productions. An outline, rough draft, final draft, including citations, will be required of the student. <i>Unit(s) 7, 8, 9, 10</i>
8.	Students identify the historical stages of television and its cultural effects on society. Students will compare television shows by decades and discuss how the beliefs, traditions, and social framework of that decade influenced the next decade of television. <i>Unit(s) 7, 8, 9, 10</i> Topics of discussion will include: <ul style="list-style-type: none"> <li>• Interpret and analyze the changing view of television. Discuss whether society influenced changes in television programming, or whether television influenced changes in society.</li> <li>• Discuss the differences between film and television in terms of value. Explain how the perception of art changes from film to television and support the validity that video production is an art form.</li> </ul>
9.	Students will compose, record, and recreate realistic ambient sounds to use in their video productions to add depth without underscoring the visual effects or actions. Students will explain how their use of sound technology creates an artistic listening and hearing experience and addresses issues with sound obstruction and volume. <i>Unit(s) 12</i>

10.	Students will use analytical skills to conceptualize and develop multiple scripts and written plans, clearly illustrating each facet of production, communicating the themes, ideas, and emotions in sequence. <i>Unit(s) 7, 10, 11</i>
11.	Students will use a rubric to perform peer evaluations of all scripts presented for consideration, checking for understanding of the visual metaphors and providing an overall critique of the submitted script. <i>Unit(s) 7, 8, 10</i>
12.	Students will utilize various forms of lighting, incorporating the elements of art and the principles of design within one video sequence to demonstrate different moods, create drama, and impact the audience's perception of the production. <i>Unit(s) 10, 11, 13</i>
13.	Students will meet as a team to plan weekly and monthly video productions. Each student will use various communication mediums to present at least one concept idea demonstrating a thorough understanding of their intended audience. Each student will defend their concept idea by clearly expressing their intentions and willingly accept and use constructive criticism to improve their concept idea. <i>Unit(s) 7, 10, 11</i>
14.	Students will evaluate and discuss each variety show to develop an understanding of the relationship between the artist, making-of video as an art, the product, and the art's effect on the viewer. <i>Unit(s) 7, 8, 10, 11</i> Topics will include: <ul style="list-style-type: none"> <li>Analyzing the reviews, comments, and criticisms from both staff and the student body</li> <li>Evaluation of the producer's ability to convey their message to the audience based on the viewer's interpretation.</li> <li>Identification of programs that were not received well based on context, understanding, and spectatorship.</li> </ul>
15.	Each student will be assigned to each position available on the team at least one time during the year. Students will successfully transfer skills from each position to meet the needs of the production during planning. Students will recognize and strategically utilize the talents and strengths of each individual to support the success of the production. <i>Unit(s) 7, 10, 11</i>
16.	Students will prepare multiple productions using various studio lighting techniques to relate a concept, era, or emotion to an audience of their peers and lighting instructors for critique. <i>Unit(s) 11, 13</i>
17.	Students will find one undefined place or thing that inspires them. The students will then use this as inspiration to write a short script and create a ten-second video that will be peer-reviewed for intention, perception, and overall concept. <i>Unit(s) 7, 10, 11, 12, 13</i>
18.	Students will produce a two-minute film that includes a written script, a diagramed storyline, and credits as part of a final assessment. <i>Unit(s) 7, 10, 11, 12, 13</i>
19.	Students will research and develop a fifteen-page final plan for a production. <i>Unit(s) 7-13</i> Required components include: <ul style="list-style-type: none"> <li>A summary page listing the organization and timeline of a production.</li> <li>Fully prepared storyboard for visual impact</li> <li>Prepared script with proper connotations with language evaluated for clarity to the director.</li> <li>Production budget that includes scheduling, hiring of personnel, rental/lease of space, permits, catering, advertising, and marketing</li> </ul> Project will demonstrate a student's ability to: <ul style="list-style-type: none"> <li>Effectively communicate distortion, expressive content, color, and motion as they apply to the production.</li> <li>Provide clarity of instruction and delivery of a journalistic medium, and the role of spectatorship in the production.</li> <li>Accurately research cost and demonstrate an understanding of the budgetary process</li> </ul>

## **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 Pathway***

- C2.1 Analyze the production sequence involved in creating a media based or live performance production.*
- C2.2 Produce a production flow chart for a live theatrical or media based production.*
- C2.3 Plan one technical component of a production from design to performance.*
- 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.*
- C4.1 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.*
- C6.1 Design a production flow chart identifying chain of responsibility for a specific type of arts, media, and entertainment production.*
- C6.2 Create a budget for an aspect of an arts, media, and entertainment production of the arts, media, and entertainment industry.*
- C6.3 Design a promotional packet demonstrating knowledge of promotional.*
- C6.4 Create a promotional example using electronic media.*
- C7.4 Understand the role of audience and market research in promotional planning.*
- 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.*