

Cinematography and Cinema Production

CIP Code:500602	Total Framework Hours: 720
Competencies C=Core A=Advanced	Exploratory: <input type="checkbox"/> Preparatory: <input checked="" type="checkbox"/>
MIA EXPLORE (A&B)	Total Learning Hours: 180
COMPONENTS AND COMPETENCIES	
Employability	Total Learning Hours: 5
Performance Assessments:	
Example:	
Students will research the industry and create a career plan, resume, and portfolio.	
STANDARDS AND COMPETENCIES	
C-1 Develop employability skills to secure and keep employment in chosen field C	
Competency	Competency Description
C-1.1	Evaluate industries, organizations, and careers based on multiple sources of research and information
C-1.2	Assess interest areas to determine potential career pathways, including career ladders
C-1.8	Demonstrate employability skills needed to get and keep a job
Standard: C-2 Communicate in multiple modes to address needs within the career and technical field C	
C-2.1	Apply strategies to enhance effectiveness of all types of communications in the workplace
C-2.2	Apply reading skills and strategies to work-related documents
C-2.3	Locate information from books, journals, magazines, and the Internet
C-2.4	Apply basic writing skills to work-related communication
C-2.5	Write work-related materials
C-2.6	Explain information presented graphically
C-2.7	Use writing/publishing/presentation applications
C-2.8	Apply basic skills for work-related oral communication
C-2.9	Explain proper telephone etiquette and skills
C-2.10	Lead formal and informal group discussions
C-2.11	Demonstrate effective negotiation and conflict management
C-2.12	Apply active listening skills to obtain and clarify information
C-2.13	Communicate with others in a diverse workforce
Standard: C-3 Solve problems using critical thinking C	
C-3.1	Demonstrate skills used to define and analyze a given problem
C-3.2	Explain the importance and dynamics of individual and teamwork approaches of problem solving
C-3.3	Describe methods of researching and validating reliable information relevant to the problem
C-3.4	Explain strategies used to formulate ideas, proposals and solutions to problems
C-3.5	Select potential solutions based on reasoned criteria
C-3.6	Implement and evaluate solution(s)

Standard: C-4 Demonstrate positive work behaviors C	
C-4.1	Identify time management and task prioritization skills
C-4.2	Explain the importance of following workplace etiquette/protocol
C-4.3	Demonstrate willingness to learn and further develop skills
C-4.4	Demonstrate self-management skills
C-4.5	List causes of stress and effective stress management techniques
C-4.6	Describe the importance of having a positive attitude and techniques that boost morale
C-4.7	Show initiative by coming up with unique solutions and taking on extra responsibilities
C-4.8	Explain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goals
C-4.9	Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride
C-4.10	Value the importance of professionalism, including reliability, honesty, responsibility, and ethics
C-4.11	Demonstrate a respect for diversity and its benefit to the workplace
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Reading	
1.2.2 Apply strategies to comprehend words and ideas. 1.3 Build vocabulary through wide reading. 2.4.1 Analyze informational/expository text to draw conclusions and develop insights. 3.1 Read to learn new information. 3.3 Read for career applications.	
Communications	
1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information 2.3.2 Creates personal intercultural communication norms to guide ones self in a diverse social system.	
Social Studies – Civics	
Writing	
2.1.1 Applies understanding of multiple and varied audiences to write effectively. 2.4 Writes for career applications. 4.1.1 Analyzes and evaluates writing using established criteria.	
Communications	
3.1 Uses the arts to express and present ideas and feeling. 4.1 Demonstrates and analyzes connections among arts disciplines. 4.5 Demonstrate the knowledge of arts careers and the knowledge of arts in the world of work.	
Science	
Mathematics Standards	
SKILLS	
Leadership: Leadership: Individual Skills	

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders
- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills
- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Leadership: Group Skills

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.2 The student will demonstrate social responsibility in family, community, and business and industry
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life

Employability:

- 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate **resources**. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.
- 1.2 The student will demonstrate the ability to acquire and use **information** in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- 1.3 The student will demonstrate an understanding of complex inter-relationships (**systems**). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.
- 1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including **computers and other technologies**. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.
- 1.5 The student will use **interpersonal skills** to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.

Analytical, Logical & Creative Thinking:

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input checked="" type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input checked="" type="checkbox"/> Risking
<input type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input checked="" type="checkbox"/> Goal Setting	<input checked="" type="checkbox"/> Inquisitiveness
<input checked="" type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input checked="" type="checkbox"/> Persistence
<input checked="" type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input checked="" type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

Relevance to Work:

Leadership Skills that transfer to the work place

- Professionalism skills
- Industry appropriate resume & portfolio

Health & Safety		Total Learning Hours: 5
Performance Assessments: Students will learn emergency and safety procedures for classroom and equipment.		
<i>STANDARDS AND COMPETENCIES</i>		
Standard: C-5 Define health and safety regulations C		
Competency	Competency Description	
C-19.1	Identify, describe and demonstrate the effective use of Material Safety Data Sheets (MSDS)	
C-19.2	Read chemical, product, and equipment labels to determine appropriate health and safety considerations	
C-19.3	Identify, describe and demonstrate personal, shop and job site safety practices and procedures	
C-19.4	Demonstrate safe dress and use of relevant safety gear and personal protective equipment (PPE), including wrist rests, adjustable workspaces and equipment, gloves, boots, earplugs, eye protection, and breathing apparatus	
C-19.5	Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics	
C-19.6	Locate emergency equipment in your lab, shop, and classroom, including (where appropriate) eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches, and emergency exits	
C-19.7	Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom	
C-19.8	Describe safety practices and procedures to be followed when working with and around electricity	
C-19.9	Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling	
C-19.10	Demonstrate proper workspace cleaning procedures	
C-19.11	Describe the importance of emergency preparedness and an emergency action plan	
C-19.12	Illustrate First Aid procedures for potential injuries and other health concerns in the occupational area	
C-19.13	Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures	
C-19.14	Identify practices used to avoid accidents	
C-19.15	Discuss the role of the individual and the company/organization in ensuring workplace safety	
C-19.16	Discuss ways to identify and prevent workplace/school violence	
C-19.17	Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area	
C-19.18	Identify and apply EPA and other environmental protection regulations that apply to specific tasks and jobs in the occupational area	
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>		
Reading		
1.2.2 Apply strategies to comprehend words and ideas.		
1.3 Build vocabulary through wide reading.		
2.4.1 Analyze informational/expository text to draw conclusions and develop insights.		
3.1 Read to learn new information.		
Communications		
Social Studies – Civics		
Writing		

Communications

Science

Mathematics Standards

SKILLS

**Leadership:
Film Festivals**

Leadership: Individual Skills

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders
- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills
- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Leadership: Group Skills

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.2 The student will demonstrate knowledge of conflict resolution and challenge management
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry
- 2.5 The student will demonstrate a working knowledge of parliamentary procedure
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.1 The student will analyze the roles and responsibilities of citizenship
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life
- 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level
- 3.6 The student will understand the importance and utilize the components and structure of community-based organizations
- 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals

Employability:**C-1 Develop employability skills to secure and keep employment in chosen field**

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- C-1.2 Assess interest areas to determine potential career pathways, including career ladders
- C-1.3 Develop a career plan with alternatives
- C-1.4 Complete job applications and related employment documents (e.g. W-4)
- C-1.5 Create professional cover letters, resumes, and portfolios in a variety of formats (print and electronic)
- C-1.6 Apply job search skills to seek, evaluate, apply for, and accept employment
- C-1.7 Demonstrate good interviewing skills
- C-1.8 Demonstrate employability skills needed to get and keep a job
- C-1.9 Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field

- C-2.1 Apply strategies to enhance effectiveness of all types of communications in the workplace
- C-2.2 Apply reading skills and strategies to work-related documents
- C-2.3 Locate information from books, journals, magazines, and the Internet
- C-2.4 Apply basic writing skills to work-related communication
- C-2.5 Write work-related materials
- C-2.6 Explain information presented graphically
- C-2.7 Use writing/publishing/presentation applications
- C-2.8 Apply basic skills for work-related oral communication
- C-2.9 Explain proper telephone etiquette and skills
- C-2.10 Lead formal and informal group discussions
- C-2.11 Demonstrate effective negotiation and conflict management
- C-2.12 Apply active listening skills to obtain and clarify information
- C-2.13 Communicate with others in a diverse workforce

Standard: C-3 Solve problems using critical thinking C

- C-3.1 Demonstrate skills used to define and analyze a given problem
- C-3.2 Explain the importance and dynamics of individual and teamwork approaches of problem solving
- C-3.3 Describe methods of researching and validating reliable information relevant to the problem
- C-3.4 Explain strategies used to formulate ideas, proposals and solutions to problems
- C-3.5 Select potential solutions based on reasoned criteria
- C-3.6 Implement and evaluate solution(s)

Standard: C-4 Demonstrate positive work behaviors C

- C-4.1 Identify time management and task prioritization skills
- C-4.2 Explain the importance of following workplace etiquette/protocol
- C-4.3 Demonstrate willingness to learn and further develop skills
- C-4.4 Demonstrate self-management skills
- C-4.5 List causes of stress and effective stress management techniques

Analytical, Logical & Creative Thinking:

<input checked="" type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input checked="" type="checkbox"/> Classify <input checked="" type="checkbox"/> Compare/Contrast <input type="checkbox"/> Predict	<input checked="" type="checkbox"/> Cause/Effect <input checked="" type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input type="checkbox"/> Summary <input type="checkbox"/> Point of View <input checked="" type="checkbox"/> Analysis	<input type="checkbox"/> Finding Evidence <input type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input checked="" type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility	<input type="checkbox"/> Originality <input type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
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Relevance to Work: Know that all work sites have safety guidelines

Intro to Video & Film Industry

Total Learning Hours: 10

Performance Assessments: Technical

Examples:

Research what each person involved with a film is responsible for and also who they are responsible to in the chain of command. Students should be given a list of at least 20 production roles, including but not limited to the roles for which they be assessed in the Production Portfolio, and from that list they are to create a poster flowchart of the on-set chain of command, including a brief description of what each person does.

STANDARDS AND COMPETENCIES

Standard: C-9 Production Overview C

Competency	Competency Description
C-9.2	Production overview
C-9.7	Costing Out Productions
C-15.22	Production Communication Systems

EALRs or GLEs (Taught & Assessed in Standards)

Mathematics

3.The student uses mathematical reasoning.

- 3.1.Analyze information—analyze and compare mathematical information.
- 3.2.Conclude—draw and support conclusions; evaluate procedures and conclusions.
- 3.3.Verify results—justify results; check for reasonableness of results; validate thinking.

Reading

3.The student reads different materials for a variety of purposes.

- 3.1.Read to learn new information.
- 3.2.Read to perform a task.
- 3.3.Read for career applications.

Communications

- 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
- 2.1.Uses language to interact effectively and responsibly in a multicultural context.
- 2.2.Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
- 2.3.Uses skills and strategies to communicate interculturallly.
- 3.1. Uses knowledge of topic/theme, audience, and purpose to plan presentations.
- 3.2.Uses media and other resources to support presentations.
- 3.3.Uses effective delivery.

- 4.1. Assesses effectiveness of one's own and others' communication.
- 4.2. Sets goals for improvement.

Social Studies – Civics

Writing

Art

- 1.1 Understand arts concepts and vocabulary.
- 1.2 Develop arts skills and techniques.
- 1.3 Understand and apply arts styles from various artist, cultures, and times.
- 1.4 Apply audience skills in a variety of arts settings and performances.
- 2.1 Apply a creative process in the arts
- 2.2 Apply a performance process in the arts
- 2.3 Apply a responding process to an arts presentation.
- 3.1 Use the arts to express and present ideas and feelings.
- 3.2 Use the arts to communicate for a specific purpose.
- 3.3 Develop personal aesthetic criteria to communicate artistic choices.
- 4.1 Demonstrate and analyze the connections among the arts disciplines.
- 4.2 Demonstrate and analyze the connections among the arts and other content areas.
- 4.3 Understand how the arts impact lifelong choices.
- 4.4 Understand that the arts shape and reflect culture and history.
- 4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work

Science

- 1.2 Understand how components, structures, organizations, and interconnections describe systems.

SKILLS

Leadership: Film Festivals

Leadership: Individual Skills

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders
- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills
- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Leadership: Group Skills

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry

- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.2 The student will demonstrate social responsibility in family, community, and business and industry
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life

Employability:

Standard C-1 Develop employability skills to secure and keep employment in chosen field

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- C-1.2 Assess interest areas to determine potential career pathways, including career ladders
- C-1.8 Demonstrate employability skills needed to get and keep a job

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field

- C-2.2 Apply reading skills and strategies to work-related documents
- C-2.3 Locate information from books, journals, magazines, and the Internet
- C-2.4 Apply basic writing skills to work-related communication
- C-2.5 Write work-related materials
- C-2.6 Explain information presented graphically
- C-2.7 Use writing/publishing/presentation applications
- C-2.8 Apply basic skills for work-related oral communication
- C-2.10 Lead formal and informal group discussions
- C-2.12 Apply active listening skills to obtain and clarify information
- C-2.13 Communicate with others in a diverse workforce

Standard: C-3

Solve problems using critical thinking

- C-3.1 Demonstrate skills used to define and analyze a given problem
- C-3.2 Explain the importance and dynamics of individual and teamwork approaches of problem solving
- C-3.3 Describe methods of researching and validating reliable information relevant to the problem
- C-3.4 Explain strategies used to formulate ideas, proposals and solutions to problems
- C-3.5 Select potential solutions based on reasoned criteria
- C-3.6 Implement and evaluate solution(s)

Standard: C-4 Demonstrate positive work behaviors

- C-4.1 Identify time management and task prioritization skills
- C-4.2 Explain the importance of following workplace etiquette/protocol
- C-4.3 Demonstrate willingness to learn and further develop skills
- C-4.4 Demonstrate self-management skills

Analytical, Logical & Creative Thinking:

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking

<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input checked="" type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input checked="" type="checkbox"/> Classify	<input checked="" type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input checked="" type="checkbox"/> Persistence
<input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input checked="" type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Precision

Relevance to Work: There are many different types of television production and film companies and more forming all the time. They are growing industries and jobs are plentiful in our local market! In this unit, students will be introduced to a **brief** history and the various areas within the production industry.

Intro to Video Camera/Equipment Operation

Total Learning Hours: 10

Performance Assessments: Technical

Examples:

This is an introductory film-making project, which will allow students to gain some familiarity with equipment as well as some of the basic terminology of camerawork and framing techniques. They will select a dozen terms from the vocabulary list and will do a filmed demonstration of them, properly labeled. They should select a balanced variety of camera moves and framing types.

STANDARDS AND COMPETENCIES

Standard: C-11 Lens Operation and Control C

Competency	Competency Description
C-11.8	Focusing/Follow Focus/Rack Focus
C-11.9	Macro Focus

Standard: C-12 Camera Operation and Control C

C-12.1	Imaging Device
C-12.2	Video Resolution
C-12.3	Camera Mounts and Tripod
C-12.4	Camera Pan Heads
C-12.5	Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal
C-12.6	Color Balancing/ White Balancing
C-12.7	Shutter Speed
C-12.10	Viewfinder
C-12.11	Camera Safe Areas

EALRs or GLEs (Taught & Assessed in Standards)

Math

3.The student uses mathematical reasoning.

3.1.Analyze information—analyze and compare mathematical information.

3.2. Conclude—draw and support conclusions; evaluate procedures and conclusions.

3.3.Verify results—justify results; check for reasonableness of results; validate thinking.

Reading

2: The student understands the meaning of what is read.

2.1 Demonstrate evidence of reading comprehension.

3.The student reads different materials for a variety of purposes.

3.1.Read to learn new information.

3.2.Read to perform a task.

3.3.Read for career applications.

Science

1. Systems: The student knows and applies scientific concepts and principles to understand the properties, structures and changes in physical, earth/space, and living systems.

1.2 Understand how components, structures, organizations, and interconnections describe systems.

Art

1.The student understands and applies arts knowledge and skills.

1.1 Understand arts concepts and vocabulary.

1.2 Develop arts skills and techniques.

1.3 Understand and apply arts styles from various artist, cultures, and times.

1.4 Apply audience skills in a variety of arts settings and performances.

2. The student demonstrates thinking skills using artistic processes.

2.1 Apply a creative process in the arts:

Conceptualize the context or purpose.

Gather information from diverse sources.

Develop ideas and techniques.

Organize arts elements, forms, and/or principles into a creative work.

Reflect for the purpose of elaboration and self-evaluation.

Refine work based on feedback.

Present work to others.

2.2 Apply a performance process in the arts:

Identify audience and purpose.

Select artistic work (repertoire) to perform.

Analyze structure and background of work.

Interpret by developing a personal interpretation of the work.

Rehearse, adjust, and refine through evaluation and problem solving.

Present work for others.

2.3 Apply a responding process to an arts presentation.

Engage actively and purposefully.

Describe what is seen and/or heard.

Analyze how the elements are arranged and organized.

Interpret based on descriptive properties.

Evaluate using supportive evidence and criteria.

3. The student communicates through the arts.

- 3.1 Use the arts to express and present ideas and feelings.
- 3.2 Use the arts to communicate for a specific purpose.
- 3.3 Develop personal aesthetic criteria to communicate artistic choices.

4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

- 4.1 Demonstrate and analyze the connections among the arts disciplines.
- 4.2 Demonstrate and analyze the connections among the arts and other content areas.
- 4.3 Understand how the arts impact lifelong choices.
- 4.4 Understand that the arts shape and reflect culture and history.
- 4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work

Writing

Communications

1. The student uses listening and observation skills and strategies to gain understanding.

- 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

2. The student uses communication skills and strategies to interact/work effectively with others.

- 2.1. Uses language to interact effectively and responsibly in a multicultural context.
- 2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
- 2.3. Uses skills and strategies to communicate interculturally.

4. The student analyzes and evaluates the effectiveness of communication.

- 4.1. Assesses effectiveness of one's own and others' communication.
- 4.2. Sets goals for improvement.

Social Studies

Health and Fitness

SKILLS

Leadership

Leadership: Individual Skills

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders
- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills
- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Leadership: Group Skills

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.2 The student will demonstrate knowledge of conflict resolution and challenge management
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry
- 2.5 The student will demonstrate a working knowledge of parliamentary procedure
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.1 The student will analyze the roles and responsibilities of citizenship
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life
- 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level
- 3.6 The student will understand the importance and utilize the components and structure of community-based organizations
- 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals

Employability:**C-1 Develop employability skills to secure and keep employment in chosen field**

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- C-1.2 Assess interest areas to determine potential career pathways, including career ladders
- C-1.8 Demonstrate employability skills needed to get and keep a job
- C-1.9 Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field

- C-2.2 Apply reading skills and strategies to work-related documents
- C-2.3 Locate information from books, journals, magazines, and the Internet
- C-2.4 Apply basic writing skills to work-related communication
- C-2.5 Write work-related materials
- C-2.6 Explain information presented graphically
- C-2.8 Apply basic skills for work-related oral communication
- C-2.10 Lead formal and informal group discussions
- C-2.12 Apply active listening skills to obtain and clarify information
- C-2.13 Communicate with others in a diverse workforce

Standard: C-4 Demonstrate positive work behaviors C

- C-4.1 Identify time management and task prioritization skills
- C-4.2 Explain the importance of following workplace etiquette/protocol
- C-4.3 Demonstrate willingness to learn and further develop skills
- C-4.4 Demonstrate self-management skills

Analytical, Logical & Creative Thinking:		
<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence
<input checked="" type="checkbox"/> Patterns	<input checked="" type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation
<input checked="" type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias
<input checked="" type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input checked="" type="checkbox"/> Inference
<input checked="" type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Conclusion
<input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Metacognition

Relevance to Work:
 In this unit students are introduced to the basic operation of our video cameras and tripods. The glossary contains common terms used in the video industry and the projects are designed to provide students with experiences and an understanding of the camera's function in the recording process.

Basic Camera & Videotaping Techniques	Total Learning Hours: 20
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Performance Assessments: Technical
 Examples:
 Multiple assignments emphasizing a variety of camera shots, shot selection composition, angles and movement.
 Critique will be self and group assessments done in small group first then peer/class group assessment, then shown to whole group.

STANDARDS AND COMPETENCIES

Standard: C-11 Lens Operation and Control C

Competency	Competency Description
C-11.8	Focusing/Follow Focus/Rack Focus
C-11.9	Macro Focus

Standard: C-12 Camera Operation and Control C

C-12.1	Imaging Device
C-12.2	Video Resolution
C-12.3	Camera Mounts and Tripod
C-12.4	Camera Pan Heads
C-12.5	Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal
C-12.6	Color Balancing/ White Balancing
C-12.7	Shutter Speed
C-12.10	Viewfinder
C-12.11	Camera Safe Areas

Standard: C-13 Composition C

C-13.1	Form vs. Content
C-13.3	Defining Composition
C-13.4	Static Composition
C-13.5	Dynamic Composition
C-13.6	Clearly Establish Your Objectives
C-13.7	Single Center of Interest

C-13.8	Shifting the Center of Interest
C-13.9	Leading the Subject
C-13.10	Rule of Thirds
C-13.11	Maintaining Tonal Balance
C-13.12	Balance Mass
C-13.13	The Concrete and the Abstract
C-13.14	Frame Central Subject Matter
C-13.15	Convey Meaning Through Colors and Tones
C-13.16	Control the Number of Prime Objects
C-13.17	Balance Complexity and Order
C-13.18	Movement and Meaning
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	
<p>3.The student uses mathematical reasoning. 3.1.Analyze information—analyze and compare mathematical information. 3.2. Conclude—draw and support conclusions; evaluate procedures and conclusions. 3.3.Verify results—justify results; check for reasonableness of results; validate thinking.</p>	
Reading	
<p>2: The student understands the meaning of what is read. 2.1 Demonstrate evidence of reading comprehension. 3.The student reads different materials for a variety of purposes. 3.1.Read to learn new information. 3.2.Read to perform a task. 3.3.Read for career applications.</p>	
Science	
<p>1. Systems: The student knows and applies scientific concepts and principles to understand the properties, structures and changes in physical, earth/space, and living systems. 1.2 Understand how components, structures, organizations, and interconnections describe systems.</p>	
Art	
<p>1.The student understands and applies arts knowledge and skills. 1.1 Understand arts concepts and vocabulary. 1.2 Develop arts skills and techniques. 1.3 Understand and apply arts styles from various artist, cultures, and times. 1.4 Apply audience skills in a variety of arts settings and performances.</p>	

2.3 Apply a responding process to an arts presentation.

Engage actively and purposefully.

Describe what is seen and/or heard.

Analyze how the elements are arranged and organized.

Interpret based on descriptive properties.

Evaluate using supportive evidence and criteria.

3. The student communicates through the arts.

3.1 Use the arts to express and present ideas and feelings.

3.2 Use the arts to communicate for a specific purpose.

3.3 Develop personal aesthetic criteria to communicate artistic choices.

4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

4.1 Demonstrate and analyze the connections among the arts disciplines.

4.2 Demonstrate and analyze the connections among the arts and other content areas.

4.3 Understand how the arts impact lifelong choices.

4.4 Understand that the arts shape and reflect culture and history.

4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work

Writing

Communications

1. The student uses listening and observation skills and strategies to gain understanding.

1.1 Uses listening and observation skills and strategies to focus attention and interpret information.

1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

2. The student uses communication skills and strategies to interact/work effectively with others.

2.1. Uses language to interact effectively and responsibly in a multicultural context.

2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

2.3. Uses skills and strategies to communicate interculturally.

4. The student analyzes and evaluates the effectiveness of communication.

4.1. Assesses effectiveness of one's own and others' communication.

4.2. Sets goals for improvement.

Social Studies

Health and Fitness

SKILLS

Film Festivals

Leadership: Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.

1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders

- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills
- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Leadership: Group Skills

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.2 The student will demonstrate knowledge of conflict resolution and challenge management
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry
- 2.5 The student will demonstrate a working knowledge of parliamentary procedure
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.1 The student will analyze the roles and responsibilities of citizenship
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life
- 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level
- 3.6 The student will understand the importance and utilize the components and structure of community-based organizations
- 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals

Employability:

C-1 Develop employability skills to secure and keep employment in chosen field

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- C-1.2 Assess interest areas to determine potential career pathways, including career ladders
- C-1.8 Demonstrate employability skills needed to get and keep a job
- C-1.9 Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field

- C-2.2 Apply reading skills and strategies to work-related documents
- C-2.3 Locate information from books, journals, magazines, and the Internet
- C-2.4 Apply basic writing skills to work-related communication
- C-2.5 Write work-related materials
- C-2.6 Explain information presented graphically
- C-2.8 Apply basic skills for work-related oral communication
- C-2.10 Lead formal and informal group discussions
- C-2.12 Apply active listening skills to obtain and clarify information
- C-2.13 Communicate with others in a diverse workforce

Standard: C-4 Demonstrate positive work behaviors C

C-4.1 Identify time management and task prioritization skills

C-4.2 Explain the importance of following workplace etiquette/protocol

C-4.3 Demonstrate willingness to learn and further develop skills

C-4.4 Demonstrate self-management skills

Analytical, Logical & Creative Thinking:

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input checked="" type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input checked="" type="checkbox"/> Classify	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Attending
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<input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input checked="" type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Precision

Relevance to Work:

In this unit students are introduced to the basic operation of our video cameras and tripods. The glossary contains common terms used in the video industry and the projects are designed to provide students with experiences and an understanding of the camera's function in the recording process.

Audio**Total Learning Hours: 10****Performance Assessments:**

Examples:

Video assignments using different microphone types

Foley assignment

STANDARDS AND COMPETENCIES**Standard: C-15 Audio C**

Competency	Competency Description
C-15.1	Loudness
C-15.2	Frequency
C-15.3	The Frequency-Loudness Relationship
C-15.4	Room Acoustics
C-15.5	Major Microphone Designs
C-15.6	Directional Characteristics
C-15.7	Handheld Microphones
C-15.8	Positioning Handheld Mics
C-15.9	Personal Microphones
C-15.10	Mic Connectors
C-15.11	Positioning Mic Cables
C-15.12	Wireless Microphones
C-15.13	Phase Cancellation

C-15.14	Creating the Stereo Effect
C-15.15	Multi-Track Recording
C-15.16	Digital Audio
C-15.18	Analog Audio Levels
C-15.19	Boards, Consoles, and Mixers
C-15.20	Using Audio From PA Systems
C-15.21	Audio Recording, Editing and Playback
C-15.22	Production Communication Systems

EALRs or GLEs (Taught & Assessed in Standards)

Math

3.The student uses mathematical reasoning.

- 3.1.Analyze information—analyze and compare mathematical information.
- 3.2. Conclude—draw and support conclusions; evaluate procedures and conclusions.
- 3.3.Verify results—justify results; check for reasonableness of results; validate thinking.

Reading

2: The student understands the meaning of what is read.

- 2.1 Demonstrate evidence of reading comprehension.
- 3.The student reads different materials for a variety of purposes.**
- 3.1.Read to learn new information.
- 3.2.Read to perform a task.
- 3.3.Read for career applications.

Science

Art

Writing

Communications

1.The student uses listening and observation skills and strategies to gain understanding.

- 1.1Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

2. The student uses communication skills and strategies to interact/work effectively with others.

- 2.1.Uses language to interact effectively and responsibly in a multicultural context.
- 2.2.Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
- 2.3.Uses skills and strategies to communicate interculturally.

4. The student analyzes and evaluates the effectiveness of communication.

- 4.1.Assesses effectiveness of one’s own and others’ communication.
- 4.2.Sets goals for improvement.

SKILLS

Leadership:
Film Festivals

Leadership: Individual Skills

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders
- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills
- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Leadership: Group Skills

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.2 The student will demonstrate knowledge of conflict resolution and challenge management
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry
- 2.5 The student will demonstrate a working knowledge of parliamentary procedure
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed
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- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.1 The student will analyze the roles and responsibilities of citizenship
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life
- 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level
- 3.6 The student will understand the importance and utilize the components and structure of community-based organizations
- 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals

Employability:

C-1 Develop employability skills to secure and keep employment in chosen field

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- C-1.2 Assess interest areas to determine potential career pathways, including career ladders
- C-1.3 Develop a career plan with alternatives
- C-1.4 Complete job applications and related employment documents (e.g. W-4)
- C-1.5 Create professional cover letters, resumes, and portfolios in a variety of formats (print and electronic)
- C-1.6 Apply job search skills to seek, evaluate, apply for, and accept employment
- C-1.7 Demonstrate good interviewing skills
- C-1.8 Demonstrate employability skills needed to get and keep a job

C-1.9 Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field

C-2.1 Apply strategies to enhance effectiveness of all types of communications in the workplace

C-2.2 Apply reading skills and strategies to work-related documents

C-2.3 Locate information from books, journals, magazines, and the Internet

C-2.4 Apply basic writing skills to work-related communication

C-2.5 Write work-related materials

C-2.6 Explain information presented graphically

C-2.7 Use writing/publishing/presentation applications

C-2.8 Apply basic skills for work-related oral communication

C-2.9 Explain proper telephone etiquette and skills

C-2.10 Lead formal and informal group discussions

C-2.11 Demonstrate effective negotiation and conflict management

C-2.12 Apply active listening skills to obtain and clarify information

C-2.13 Communicate with others in a diverse workforce

Standard: C-3 Solve problems using critical thinking C

C-3.1 Demonstrate skills used to define and analyze a given problem

C-3.2 Explain the importance and dynamics of individual and teamwork approaches of problem solving

C-3.3 Describe methods of researching and validating reliable information relevant to the problem

C-3.4 Explain strategies used to formulate ideas, proposals and solutions to problems

C-3.5 Select potential solutions based on reasoned criteria

C-3.6 Implement and evaluate solution(s)

Standard: C-4 Demonstrate positive work behaviors C

C-4.1 Identify time management and task prioritization skills

C-4.2 Explain the importance of following workplace etiquette/protocol

C-4.3 Demonstrate willingness to learn and further develop skills

C-4.4 Demonstrate self-management skills

C-4.5 List causes of stress and effective stress management techniques

Analytical, Logical & Creative Thinking:

<input type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input checked="" type="checkbox"/> Inquisitiveness
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<input checked="" type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input checked="" type="checkbox"/> Persistence
<input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Precision

Relevance to Work:

In this unit students will be introduced to the recording, playback and amplification of sound. students will use a variety of microphones, cables, connectors/adapters, recording and playback devices to relay or transfer an audio signal electronically. The glossary contains common terms and the projects are designed to provide students with experience and an understanding of the importance of audio in the recording process.

Editing		Total Learning Hours: 60
Performance Assessments:		
Example: Multiple editing projects focusing on, but not limited to; storytelling, special effects, The Kuleshov Effect and different film genres.		
<i>STANDARDS AND COMPETENCIES</i>		
Standard: C-17 Video Editing C		
C-17.1	Continuity Editing	
C-17.2	Acceleration Editing	
C-17.3	Continuity Techniques	
C-17.4	Insert Shots	
C-17.5	Cutaways	
C-17.6	Thematic Editing	
C-17.7	Relational Editing	
C-17.8	Continuity	
C-17.9	Bridging Jumps in Action	
C-17.10	Bridging Interview Edits	
C-17.11	Shooting Angles	
C-17.12	Audio Continuity	
C-17.13	Maintaining Consistency in Action and Detail	
C-17.14	Dedicated and Software-Based Editors	
C-17.15	Linear and Non-Linear Editing Systems	
C-17.16	Time-Code	
C-17.17	On-Line and Off-Line Editing	
Standard: C-18 Graphics C		
C-18.1	Titling	
C-18.2	Character Generator	
Standard: A-8 Video and Audio for the Internet A		
A-8.1	Pod casting formats	
A-8.2	Streaming live video	
A-8.3	Video posting websites	
A-8.4	Export protocols	
A-8.5	Internet terminology	
A-8.6	File size and compression	
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>		
Math		

3.The student uses mathematical reasoning.

- 3.1.Analyze information—analyze and compare mathematical information.
- 3.2. Conclude—draw and support conclusions; evaluate procedures and conclusions.
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Reading

2: The student understands the meaning of what is read.

- 2.1 Demonstrate evidence of reading comprehension.

3.The student reads different materials for a variety of purposes.

- 3.1.Read to learn new information.
- 3.2.Read to perform a task.
- 3.3.Read for career applications.

Science

1. Systems: The student knows and applies scientific concepts and principles to understand the properties, structures and changes in physical, earth/space, and living systems.

- 1.2 Understand how components, structures, organizations, and interconnections describe systems.

Art

1.The student understands and applies arts knowledge and skills.

- 1.1 Understand arts concepts and vocabulary.
- 1.2 Develop arts skills and techniques.
- 1.3 Understand and apply arts styles from various artist, cultures, and times.
- 1.4 Apply audience skills in a variety of arts settings and performances.

2. The student demonstrates thinking skills using artistic processes.

- 2.1 Apply a creative process in the arts:
 - Conceptualize the context or purpose.
 - Gather information from diverse sources.
 - Develop ideas and techniques.
 - Organize arts elements, forms, and/or principles into a creative work.
 - Reflect for the purpose of elaboration and self-evaluation.
 - Refine work based on feedback.
 - Present work to others.
- 2.2 Apply a performance process in the arts:
 - Identify audience and purpose.
 - Select artistic work (repertoire) to perform.
 - Analyze structure and background of work.
 - Interpret by developing a personal interpretation of the work.
 - Rehearse, adjust, and refine through evaluation and problem solving.
 - Present work for others.
 - Reflect and evaluate.

3. The student communicates through the arts.

- 3.1 Use the arts to express and present ideas and feelings.
- 3.2 Use the arts to communicate for a specific purpose.
- 3.3 Develop personal aesthetic criteria to communicate artistic choices.

4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

- 4.1 Demonstrate and analyze the connections among the arts disciplines.
- 4.2 Demonstrate and analyze the connections among the arts and other content areas.
- 4.3 Understand how the arts impact lifelong choices.
- 4.4 Understand that the arts shape and reflect culture and history.
- 4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work

Writing

Communications

1. The student uses listening and observation skills and strategies to gain understanding.

- 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

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- 2.3. Uses skills and strategies to communicate interculturally.

4. The student analyzes and evaluates the effectiveness of communication.

- 4.1. Assesses effectiveness of one's own and others' communication.
- 4.2. Sets goals for improvement.

SKILLS

Leadership:

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders
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- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
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Leadership: Group Skills

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Leadership: Community and Career Skills

- 3.1 The student will analyze the roles and responsibilities of citizenship
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- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities
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- 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level
- 3.6 The student will understand the importance and utilize the components and structure of community-based organizations
- 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals

Employability:

C-1 Develop employability skills to secure and keep employment in chosen field

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- C-1.2 Assess interest areas to determine potential career pathways, including career ladders
- C-1.3 Develop a career plan with alternatives
- C-1.4 Complete job applications and related employment documents (e.g. W-4)
- C-1.5 Create professional cover letters, resumes, and portfolios in a variety of formats (print and electronic)
- C-1.6 Apply job search skills to seek, evaluate, apply for, and accept employment
- C-1.7 Demonstrate good interviewing skills
- C-1.8 Demonstrate employability skills needed to get and keep a job
- C-1.9 Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field

- C-2.1 Apply strategies to enhance effectiveness of all types of communications in the workplace
- C-2.2 Apply reading skills and strategies to work-related documents
- C-2.3 Locate information from books, journals, magazines, and the Internet
- C-2.4 Apply basic writing skills to work-related communication
- C-2.5 Write work-related materials
- C-2.6 Explain information presented graphically
- C-2.7 Use writing/publishing/presentation applications
- C-2.8 Apply basic skills for work-related oral communication
- C-2.9 Explain proper telephone etiquette and skills
- C-2.10 Lead formal and informal group discussions
- C-2.11 Demonstrate effective negotiation and conflict management
- C-2.12 Apply active listening skills to obtain and clarify information
- C-2.13 Communicate with others in a diverse workforce

Standard: C-3 Solve problems using critical thinking C

- C-3.1 Demonstrate skills used to define and analyze a given problem
- C-3.2 Explain the importance and dynamics of individual and teamwork approaches of problem solving
- C-3.3 Describe methods of researching and validating reliable information relevant to the problem
- C-3.4 Explain strategies used to formulate ideas, proposals and solutions to problems
- C-3.5 Select potential solutions based on reasoned criteria
- C-3.6 Implement and evaluate solution(s)

Standard: C-4 Demonstrate positive work behaviors C

- C-4.1 Identify time management and task prioritization skills

- C-4.2 Explain the importance of following workplace etiquette/protocol
- C-4.3 Demonstrate willingness to learn and further develop skills
- C-4.4 Demonstrate self-management skills
- C-4.5 List causes of stress and effective stress management techniques

Analytical, Logical & Creative Thinking:

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input checked="" type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input checked="" type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Main Idea	<input checked="" type="checkbox"/> Detect Bias	<input checked="" type="checkbox"/> Goal Setting	<input checked="" type="checkbox"/> Inquisitiveness
<input checked="" type="checkbox"/> Classify	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Inference	<input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<input checked="" type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Conclusion	<input checked="" type="checkbox"/> Elaboration	<input checked="" type="checkbox"/> Persistence
<input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Metacognition	<input checked="" type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Precision

Relevance to Work:

be introduced to basic editing. The glossary contains common terms used in industry, and the projects are designed to provide students with experience and an understanding of the computers, software and system management.

At a purely practical level, editing allows students to create a smooth-flowing picture development. They can omit moments that are irrelevant, distracting or contain errors.

Artistically, the potentials of editing are far-reaching. Editing decisions have a direct influence on how the audience responds to the program material; their interpretation, their emotional reactions.

Narrative/Screenplay

Total Learning Hours: 20

Performance Assessments:

- Identify the audience, creative concept, framework, goals and objectives.
- Individual narrative nonfiction story that is then fictionalized for screenplay.
- Written outline, treatment and screenplay for your project.

STANDARDS AND COMPETENCIES

Standard: A-4 Documentary Production A

Competency	Competency Description
A-4.1	Subject Matter
A-4.2	Documentaries that Changed Thinking
A-4.3	Demographics and Audience

Standard: A-7 Video Short Film Style Production A

A-7.4	Scriptwriting
A-7.5	Script Terms and Abbreviations

Standard: C 9 Production Overview C

C-9.2	Production overview
C-9.5	Scripts
C-9.6	Scriptwriting Guidelines

EALRs or GLEs (Taught & Assessed in Standards)

Mathematics

3.The student uses mathematical reasoning.

- 3.1.Analyze information—analyze and compare mathematical information.
- 3.2. Conclude—draw and support conclusions; evaluate procedures and conclusions.
- 3.3.Verify results—justify results; check for reasonableness of results; validate thinking.

Reading

2: The student understands the meaning of what is read.

- 2.1 Demonstrate evidence of reading comprehension.
- 3.The student reads different materials for a variety of purposes.**
 - 3.1.Read to learn new information.
 - 3.2.Read to perform a task.
 - 3.3.Read for career applications.

Science

1. Systems: The student knows and applies scientific concepts and principles to understand the properties, structures and changes in physical, earth/space, and living systems.

- 1.2 Understand how components, structures, organizations, and interconnections describe systems.

Art

Writing

1. The student understands and uses a writing process.

- 1.1. Prewrites to generate ideas and plan writing.
- 1.2. Produces draft(s).

2. The student writes in a variety of forms for different audiences and purposes.

- 2.1. Adapts writing for a variety of audiences.
- 2.2. Writes for different purposes.
- 2.4. Writes for career applications.

3. The student writes clearly and effectively.

- 3.1. Develops ideas and organizes writing.
- 3.2. Uses appropriate style.
- 3.3. Knows and applies appropriate grade level writing conventions.

4. The student analyzes and evaluates the effectiveness of written work.

- 4.1. Analyzes and evaluates others' and own writing.
- 4.2. Sets goals for improvement.

Communications

3.The student uses communication skills and strategies to present ideas and one's self in a variety of situations.

- 3.1.Uses knowledge of topic/theme, audience, and purpose to plan presentations.
- 3.2. Uses media and other resources to support presentations.
- 3.3. Uses effective delivery.

SKILLS

Leadership:

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders
- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills
- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Leadership: Group Skills

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.2 The student will demonstrate knowledge of conflict resolution and challenge management
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry
- 2.5 The student will demonstrate a working knowledge of parliamentary procedure
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.1 The student will analyze the roles and responsibilities of citizenship
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life
- 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level
- 3.6 The student will understand the importance and utilize the components and structure of community-based organizations
- 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals

Employability:

C-1 Develop employability skills to secure and keep employment in chosen field

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- C-1.2 Assess interest areas to determine potential career pathways, including career ladders
- C-1.3 Develop a career plan with alternatives
- C-1.4 Complete job applications and related employment documents (e.g. W-4)
- C-1.5 Create professional cover letters, resumes, and portfolios in a variety of formats (print and electronic)
- C-1.6 Apply job search skills to seek, evaluate, apply for, and accept employment
- C-1.7 Demonstrate good interviewing skills
- C-1.8 Demonstrate employability skills needed to get and keep a job
- C-1.9 Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field

- C-2.1 Apply strategies to enhance effectiveness of all types of communications in the workplace
- C-2.2 Apply reading skills and strategies to work-related documents
- C-2.3 Locate information from books, journals, magazines, and the Internet
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- C-2.5 Write work-related materials
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- C-2.10 Lead formal and informal group discussions
- C-2.11 Demonstrate effective negotiation and conflict management
- C-2.12 Apply active listening skills to obtain and clarify information
- C-2.13 Communicate with others in a diverse workforce

Standard: C-3 Solve problems using critical thinking C

- C-3.1 Demonstrate skills used to define and analyze a given problem
- C-3.2 Explain the importance and dynamics of individual and teamwork approaches of problem solving
- C-3.3 Describe methods of researching and validating reliable information relevant to the problem
- C-3.4 Explain strategies used to formulate ideas, proposals and solutions to problems
- C-3.5 Select potential solutions based on reasoned criteria
- C-3.6 Implement and evaluate solution(s)

Standard: C-4 Demonstrate positive work behaviors C

- C-4.1 Identify time management and task prioritization skills
- C-4.2 Explain the importance of following workplace etiquette/protocol
- C-4.3 Demonstrate willingness to learn and further develop skills
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Analytical, Logical & Creative Thinking:

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Relevance to Work:

A script is not, as some people believe, an artistically inhibiting document that commits everyone concerned to a rigid plan of procedure. It can be modified as the need arises. It simply informs about what is expected at each moment of the production.

The script allows those involved in the production, at a glance, to see the relationship between dialogue, action, treatment and mechanics.

In this unit students will learn the five phases of scriptwriting and three script formats, split page, screen play and storyboard.

Documentary

Total Learning Hours: 40

Performance Assessments: Technical
Examples: Identify the audience, creative concept, framework, goals, and objectives.
Individual narrative nonfiction story that is then fictionalized for screenplay.
Written outline, treatment and screenplay for your project.

STANDARDS AND COMPETENCIES

Standard: A-4 Documentary Production A

Competency	Competency Description
A-4.1	Subject Matter
A-4.2	Documentaries that Changed Thinking
A-4.3	Demographics and Audience

Standard: A-6 Institutional Video A

A-6.1	Public Relations Video
A-6.2	Marketing Video
A-6.3	Instructional Videos
A-6.4	Presentation Formats

Standard: A-7 Video Short Film Style Production A

A-7.1	Costing-Out Production
A-7.2	Return on Investment
A-7.3	Equipment Needs
A-7.4	Scriptwriting
A-7.5	Script Terms and Abbreviations

EALRs or GLEs (Taught & Assessed in Standards)

3.The student uses mathematical reasoning.

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2: The student understands the meaning of what is read.

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- 3.The student reads different materials for a variety of purposes.**
 - 3.1.Read to learn new information.
 - 3.2.Read to perform a task.
 - 3.3.Read for career applications.

Science

1. Systems: The student knows and applies scientific concepts and principles to understand the properties, structures and changes in physical, earth/space, and living systems.

- 1.2 Understand how components, structures, organizations, and interconnections describe systems.

Art

1.The student understands and applies arts knowledge and skills.

1.1 Understand arts concepts and vocabulary.

1.2 Develop arts skills and techniques.

1.3 Understand and apply arts styles from various artist, cultures, and times.

1.4 Apply audience skills in a variety of arts settings and performances.

2. The student demonstrates thinking skills using artistic processes.

2.1 Apply a creative process in the arts:

Conceptualize the context or purpose.

Gather information from diverse sources.

Develop ideas and techniques.

Organize arts elements, forms, and/or principles into a creative work.

Reflect for the purpose of elaboration and self-evaluation.

Refine work based on feedback.

Present work to others.

2.2 Apply a performance process in the arts:

Identify audience and purpose.

Select artistic work (repertoire) to perform.

Analyze structure and background of work.

Interpret by developing a personal interpretation of the work.

Rehearse, adjust, and refine through evaluation and problem solving.

Present work for others.

Reflect and evaluate.

2.3 Apply a responding process to an arts presentation.

Engage actively and purposefully.

Describe what is seen and/or heard.

Analyze how the elements are arranged and organized.

Interpret based on descriptive properties.

Evaluate using supportive evidence and criteria.

3. The student communicates through the arts.

3.1 Use the arts to express and present ideas and feelings.

3.2 Use the arts to communicate for a specific purpose.

3.3 Develop personal aesthetic criteria to communicate artistic choices.

4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

4.1 Demonstrate and analyze the connections among the arts disciplines.

4.2 Demonstrate and analyze the connections among the arts and other content areas.

4.3 Understand how the arts impact lifelong choices.

4.4 Understand that the arts shape and reflect culture and history.

4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work

Writing

Communications

1.The student uses listening and observation skills and strategies to gain understanding.

- 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

2. The student uses communication skills and strategies to interact/work effectively with others.

- 2.1 Uses language to interact effectively and responsibly in a multicultural context.
- 2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
- 2.3 Uses skills and strategies to communicate interculturally.

4. The student analyzes and evaluates the effectiveness of communication.

- 4.1 Assesses effectiveness of one's own and others' communication.
- 4.2 Sets goals for improvement.

SKILLS

Leadership:

Employability:

C-1 Develop employability skills to secure and keep employment in chosen field

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
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- C-2.13 Communicate with others in a diverse workforce

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- C-3.5 Select potential solutions based on reasoned criteria
- C-3.6 Implement and evaluate solution(s)

Standard: C-4 Demonstrate positive work behaviors C

- C-4.1 Identify time management and task prioritization skills
- C-4.2 Explain the importance of following workplace etiquette/protocol
- C-4.3 Demonstrate willingness to learn and further develop skills
- C-4.4 Demonstrate self-management skills
- C-4.5 List causes of stress and effective stress management techniques

Analytical, Logical & Creative Thinking:

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input checked="" type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input checked="" type="checkbox"/> Risking
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Relevance to Work:

Documentary film and video making are growing industries and jobs are plentiful in our local market! In this unit the students will learn about the principles and practices involved in creating documentary productions. It will give students the opportunity to produce, research, write, direct, shoot and edit.

COMPONENTS AND COMPETENCIES**Performance Assessments:**

Work is individualized throughout the year while students work on multiple projects at a time.

Examples:

Film Critique/Media Literacy

Short Narratives (screenplay, shooting, editing, soundtrack, promotion) – Lost/Found, Silent, Explore edit sequences, Science Fiction

Narrative Genre study

District School, Teacher requested projects

Film/Video festivals

Community Projects

Personal students projects

STANDARDS AND COMPETENCIES**Standard: C-9 Production Overview C**

Competency	Competency Description
C-9.1	Video Production careers
C-9.2	Production overview
C-9.7	Costing Out Productions
C-9.8	How Video Process Works
C-9.9	World video Standards
C-9.10	HDTV Standard

Standard: C-11 Lens Operation and Control C

C-11.8	Focusing/Follow Focus/Rack Focus
C-11.9	Macro Focus

Standard: C-12 Camera Operation and Control C

C-12.1	Imaging Device
C-12.2	Video Resolution
C-12.3	Camera Mounts and Tripod
C-12.4	Camera Pan Heads
C-12.5	Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal
C-12.6	Color Balancing/ White Balancing
C-12.7	Shutter Speed
C-12.10	Viewfinder
C-12.11	Camera Safe Areas

Standard: C-13 Composition C

C-13.1	Form vs. Content
C-13.3	Defining Composition
C-13.4	Static Composition
C-13.5	Dynamic Composition
C-13.6	Clearly Establish Your Objectives
C-13.7	Single Center of Interest
C-13.8	Shifting the Center of Interest
C-13.9	Leading the Subject
C-13.10	Rule of Thirds
C-13.11	Maintaining Tonal Balance
C-13.12	Balance Mass
C-13.13	The Concrete and the Abstract
C-13.14	Frame Central Subject Matter
C-13.15	Convey Meaning Through Colors and Tones
C-13.16	Control the Number of Prime Objects
C-13.17	Balance Complexity and Order
C-13.18	Movement and Meaning
Standard: C-14 Video Lighting C	
C-14.1	Light Coherence
C-14.2	Hard Light
C-14.3	Soft Light
C-14.4	Color Temperature
C-14.5	Studio and Field Light Levels
C-14.6	Intensity Control Through Varying Distance
C-14.7	Quartz Lamps
C-14.8	Lighting Instruments
C-14.9	Camera Lights
C-14.10	Attachments to Lighting Instruments
C-14.11	Three Point Lighting-Key/Fill/Back Light
C-14.12	Lighting Ratios
C-14.13	Back Light Intensity
C-14.13	Subject-to-Background Distance
C-14.14	Area Lighting
C-14.15	Existing (Natural) Light
C-14.16	Drawing A Lighting Plot
C-14.17	Lighting Boards

C-14.18	On-Location Power Issues
Standard: C-15 Audio C	
C-15.1	Loudness
C-15.2	Frequency
C-15.3	The Frequency-Loudness Relationship
C-15.4	Room Acoustics
C-15.5	Major Microphone Designs
C-15.6	Directional Characteristics
C-15.7	Handheld Microphones
C-15.8	Positioning Handheld Mics
C-15.9	Personal Microphones
C-15.10	Mic Connectors
C-15.11	Positioning Mic Cables
C-15.12	Wireless Microphones
C-15.13	Phase Cancellation
C-15.14	Creating the Stereo Effect
C-15.15	Multi-Track Recording
C-15.16	Digital Audio
C-15.18	Analog Audio Levels
C-15.19	Boards, Consoles, and Mixers
C-15.20	Using Audio From PA Systems
C-15.21	Audio Recording, Editing and Playback
C-15.22	Production Communication Systems
Standard: C-17 Video Editing C	
C-17.1	Continuity Editing
C-17.2	Acceleration Editing
C-17.3	Continuity Techniques
C-17.4	Insert Shots
C-17.5	Cutaways
C-17.6	Thematic Editing
C-17.7	Relational Editing
C-17.8	Continuity
C-17.9	Bridging Jumps in Action
C-17.10	Bridging Interview Edits
C-17.11	Shooting Angles
C-17.12	Audio Continuity

C-17.13	Maintaining Consistency in Action and Detail
C-17.14	Dedicated and Software-Based Editors
C-17.15	Linear and Non-Linear Editing Systems
C-17.16	Time-Code
C-17.17	On-Line and Off-Line Editing
Standard: A-1 Studio Production A	
A-1.1	Equipment and Facilities
A-1.2	Studio Sets
A-1.3	Studio Hand Signals
A-1.4	Studio Crew Positions
A-1.5	Role of the Director
A-1.6	Directing Process
A-1.7	On-Camera Talent
A-1.8	Video Switchers
A-1.9	Multiple-Camera Studio Productions
Standard: C-18 Graphics C	
C-18.1	Titling
C-18.2	Character Generator
Standard: A-8 Video and Audio for the Internet A	
A-8.1	Pod casting formats
A-8.2	Streaming live video
A-8.3	Video posting websites
A-8.4	Export protocols
A-8.5	Internet terminology
A-8.6	File size and compression
Standard: A-4 Documentary Production A	
A-4.1	Subject Matter
A-4.1	Documentaries that Changed Thinking
A-4.3	Demographics and Audience
Standard: A-6 Institutional Video A	
A-6.1	Public Relations Video
A-6.2	Marketing Video
A-6.3	Instructional Videos
A-6.4	Presentation Formats
Standard: A-7 Video Short Film Style Production A	
A-7.1	Costing Out Production

A-7.2	Return on Investment
A-7.3	Equipment Needs
A-7.4	Scriptwriting
A-7.5	Script Terms and Abbreviations
Standard: A-5 Legal and Ethical Issues A	
A-5.1	Invasion of Privacy
A-5.2	Access Restrictions and Rights
A-5.3	Libel and Slander
A-5.4	Copyright
A-5.5	Talent and Location Releases
A-5.6	The Fair Use Act
A-5.7	Public Domain
A-5.8	Securing Rights to Music
Standard: A-3 News Production A	
A-3.1	ENG and EFP
A-3.2	Video Journalists
A-3.3	News Producer
A-3.4	News Sources
A-3.5	On-Location News Interview
A-3.6	News Editing
A-3.7	Rundowns
A-3.8	News Studio Crew
A-3.9	News Bias
A-3.10	Newsworthiness
A-3.11	News Writing Guidelines
Standard: A-2 Remotes A	
A-2.1	Location Survey
A-2.2	Camera Positions
A-2.3	On-Location Audio
A-2.4	Lighting
A-2.5	Production Communication
A-2.6	Single-Camera vs. Multiple-Camera Production
A-2.6	Multiple-Camera Production
A-2.7	Single-Camera Production
A-1.8	Film-Style Dramatic Production

EALRs or GLEs (Taught & Assessed in Standards)

Math

1: The student understands and applies the concepts and procedures of mathematics.

- 1.2 Understand and apply estimation strategies to obtain reasonable measurements at an appropriate level of precision.
- 1.4 Understand the concepts of dependent and independent events.

2: The student uses mathematics to define and solve problems.

- 2.2 Select and use relevant information to construct solutions
 - Apply mathematical concepts and procedures from number sense, measurement, geometric sense, probability and statistics, and/or algebraic sense to construct solutions.
 - Apply a variety of strategies and approaches to construct solutions. Determine whether a solution is viable, is mathematically correct, and answers the question(s). Analyze, compare, and integrate mathematical information from multiple sources.

3: The student uses mathematical reasoning.

- 3.1. Analyze information—analyze and compare mathematical information.
- 3.2. Conclude—draw and support conclusions; evaluate procedures and conclusions.
- 3.3. Verify results—justify results; check for reasonableness of results; validate thinking.

Writing

1: The student understands and uses a writing process.

- 1.1 - Prewrites to generate ideas and plan writing.
- 1.2 - Produces draft(s).
- 1.3 - Revises to improve text.
- 1.4 - Edits text.
- 1.5 - Publishes text to share with an audience.
- 1.6 - Adjusts writing process as necessary.

EALR 2: The student writes in a variety of forms for different audiences and purposes.

- 2.1 - Adapts writing for a variety of audiences.
- 2.2 - Writes for different purposes.
- 2.3 - Writes in a variety of forms/genres.
- 2.4 - Writes for career applications.

EALR 3: The student writes clearly and effectively.

- 3.1 - Develops ideas and organizes writing.
- 3.2 - Uses appropriate style.
- 3.3 - Knows and applies writing conventions appropriate for the grade level.

4: The student analyzes and evaluates the effectiveness of written work.

- 4.1 - Analyzes and evaluate others' and own writing.
- 4.2 - Sets goals for improvement.

Reading

3.The student reads different materials for a variety of purposes.

- 3.1.Read to learn new information.
- 3.2.Read to perform a task.
- 3.3.Read for career applications.

4: The student sets goals and evaluates progress to improve reading.

- 4.1 Assess reading strengths and need for improvement.
- 4.1.2 Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.
 - Set goals for reading and develop a reading improvement plan.
 - Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics, or strategy charts.
- 4.2 Develop interests and share reading experiences.
- 4.2.1 Evaluate books and authors to share reading experiences with others.
 - Discuss responses to literary experiences and/or ideas gleaned from informational/expository text with others.

Communications

1. The student uses listening and observation skills and strategies to gain understanding.

- 1.1Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

2.The student uses communication skills and strategies to interact/work effectively with others.

- 2.1 Uses language to interact effectively and responsibly in a multicultural context.
- 2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
- 2.3. Uses skills and strategies to communicate intercultural.

3.The student uses communication skills and strategies to present ideas and one 's self in a variety of situations.

- 3.1.Uses knowledge of topic/theme, audience, and purpose to plan presentations.
- 3.2. Uses media and other resources to support presentations.
- 3.3. Uses effective delivery.

Science

1. Systems: The student knows and applies scientific concepts and principles to understand the properties, structures and changes in physical, earth/space, and living systems.

1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.

2. Inquiry: The student knows and applies the scientific ideas, skills, processes of investigation, and the nature of science.

2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. |

1.2.1Describe the function of a system's parts or subsystems.

Explain inputs, outputs, transfers, transformations, and feedback of matter, energy, and information in a system.

Explain the interconnections between a system's parts or subsystems.

Analyze how systems function, including the inputs, outputs, transfers, transformations, and feed-back of a system and its subsystems.

2.1.1 Generate a new question that can be investigated with the same materials and/or data as a given investigation.
Generate questions, and critique whether questions can be answered through scientific investigations.
Understand how to generate and evaluate questions that can be answered through scientific investigations.

Social Studies

Art

1. The student understands and applies arts knowledge and skills.

- 1.1 Understand arts concepts and vocabulary.
- 1.2 Develop arts skills and techniques.
- 1.3 Understand and apply arts styles from various artist, cultures, and times.
- 1.4 Apply audience skills in a variety of arts settings and performances.

2. The student demonstrates thinking skills using artistic processes.

- 2.1 Apply a creative process in the arts:
 - Conceptualize the context or purpose.
 - Gather information from diverse sources.
 - Develop ideas and techniques.
 - Organize arts elements, forms, and/or principles into a creative work.
 - Reflect for the purpose of elaboration and self-evaluation.
 - Refine work based on feedback.
 - Present work to others.
- 2.2 Apply a performance process in the arts:
 - Identify audience and purpose.
 - Select artistic work (repertoire) to perform.
 - Analyze structure and background of work.
 - Interpret by developing a personal interpretation of the work.
 - Rehearse, adjust, and refine through evaluation and problem solving.
 - Present work for others.

3. The student communicates through the arts.

- 3.1 Use the arts to express and present ideas and feelings.
- 3.2 Use the arts to communicate for a specific purpose.
- 3.3 Develop personal aesthetic criteria to communicate artistic choices.

4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

- 4.1 Demonstrate and analyze the connections among the arts disciplines.
- 4.2 Demonstrate and analyze the connections among the arts and other content areas.
- 4.3 Understand how the arts impact lifelong choices.
- 4.4 Understand that the arts shape and reflect culture and history.
- 4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work

Health and Fitness

SKILLS

Leadership:

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders
- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills
- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Leadership: Group Skills

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.2 The student will demonstrate social responsibility in family, community, and business and industry
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life

Employability:

Standard C-1

Develop employability skills to secure and keep employment in chosen field

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- C-1.2 Assess interest areas to determine potential career pathways, including career ladders
- C-1.8 Demonstrate employability skills needed to get and keep a job

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field

- C-2.2 Apply reading skills and strategies to work-related documents
- C-2.3 Locate information from books, journals, magazines, and the Internet
- C-2.4 Apply basic writing skills to work-related communication
- C-2.5 Write work-related materials
- C-2.6 Explain information presented graphically
- C-2.7 Use writing/publishing/presentation applications
- C-2.8 Apply basic skills for work-related oral communication
- C-2.10 Lead formal and informal group discussions
- C-2.12 Apply active listening skills to obtain and clarify information
- C-2.13 Communicate with others in a diverse workforce

Standard: C-3

Solve problems using critical thinking

- C-3.1 Demonstrate skills used to define and analyze a given problem

- C-3.2 Explain the importance and dynamics of individual and teamwork approaches of problem solving
- C-3.3 Describe methods of researching and validating reliable information relevant to the problem
- C-3.4 Explain strategies used to formulate ideas, proposals and solutions to problems
- C-3.5 Select potential solutions based on reasoned criteria
- C-3.6 Implement and evaluate solution(s)

Standard: C-4 Demonstrate positive work behaviors

- C-4.1 Identify time management and task prioritization skills
- C-4.2 Explain the importance of following workplace etiquette/protocol
- C-4.3 Demonstrate willingness to learn and further develop skills
- C-4.4 Demonstrate self-management skills

Analytical, Logical & Creative Thinking:

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input checked="" type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input checked="" type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Main Idea	<input checked="" type="checkbox"/> Detect Bias	<input checked="" type="checkbox"/> Goal Setting	<input checked="" type="checkbox"/> Inquisitiveness
<input checked="" type="checkbox"/> Classify	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Inference	<input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<input checked="" type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Conclusion	<input checked="" type="checkbox"/> Elaboration	<input checked="" type="checkbox"/> Persistence
<input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Met cognition	<input checked="" type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Precision

Relevance to Work:

A script is not, as some people believe, an artistically inhibiting document that commits everyone concerned to a rigid plan of procedure. It can be modified as the need arises. It simply informs about what is expected at each moment of the production.

The script allows those involved in the production, at a glance, to see the relationship between dialogue, action, treatment and mechanics.

In this unit students will learn the five phases of scriptwriting and three script formats, split page, screenplay and storyboard.

COMPONENTS AND COMPETENCIES

Performance Assessments:

Work is individualized throughout the year while students work on multiple projects at a time.

Examples:

Short documentaries (treatment, shooting, editing, soundtrack, promotion) People, Place, Issue, Instructional, Historic, School, Audio only/podcast

District, school, or teacher requested projects

Film/video festivals

Community projects

Personal Students Projects

STANDARDS AND COMPETENCIES

Standard: C-9 Production Overview C

Competency	Competency Description
C-9.1	Video Production careers
C-9.2	Production overview
C-9.7	Costing Out Productions
C-9.8	How Video Process Works

Standard: C-11 Lens Operation and Control C

C-11.8	Focusing/Follow Focus/Rack Focus
C-11.9	Macro Focus

Standard: C-12 Camera Operation and Control C

C-12.1	Imaging Device
C-12.2	Video Resolution
C-12.3	Camera Mounts and Tripod
C-12.4	Camera Pan Heads
C-12.5	Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal
C-12.6	Color Balancing/ White Balancing
C-12.7	Shutter Speed
C-12.10	Viewfinder
C-12.11	Camera Safe Areas

Standard: C-13 Composition C

C-13.1	Form vs. Content
C-13.3	Defining Composition
C-13.4	Static Composition
C-13.5	Dynamic Composition
C-13.6	Clearly Establish Your Objectives

C-13.7	Single Center of Interest
C-13.8	Shifting the Center of Interest
C-13.9	Leading the Subject
C-13.10	Rule of Thirds
C-13.11	Maintaining Tonal Balance
C-13.12	Balance Mass
C-13.13	The Concrete and the Abstract
C-13.14	Frame Central Subject Matter
C-13.15	Convey Meaning Through Colors and Tones
C-13.16	Control the Number of Prime Objects
C-13.17	Balance Complexity and Order
C-13.18	Movement and Meaning
Standard: C-14 Video Lighting C	
C-14.1	Light Coherence
C-14.2	Hard Light
C-14.3	Soft Light
C-14.4	Color Temperature
C-14.5	Studio and Field Light Levels
C-14.6	Intensity Control Through Varying Distance
C-14.7	Quartz Lamps
C-14.8	Lighting Instruments
C-14.9	Camera Lights
C-14.10	Attachments to Lighting Instruments
C-14.11	Three Point Lighting-Key/Fill/Back Light
C-14.12	Lighting Ratios
C-14.13	Back Light Intensity
C-14.13	Subject-to-Background Distance
C-14.14	Area Lighting
C-14.15	Existing (Natural) Light
C-14.16	Drawing A Lighting Plot
C-14.17	Lighting Boards
C-14.18	On-Location Power Issues
Standard: C-15 Audio C	
C-15.1	Loudness
C-15.2	Frequency

C-15.3	The Frequency-Loudness Relationship
C-15.4	Room Acoustics
C-15.5	Major Microphone Designs
C-15.6	Directional Characteristics
C-15.7	Handheld Microphones
C-15.8	Positioning Handheld Mics
C-15.9	Personal Microphones
C-15.10	Mic Connectors
C-15.11	Positioning Mic Cables
C-15.12	Wireless Microphones
C-15.13	Phase Cancellation
C-15.14	Creating the Stereo Effect
C-15.15	Multi-Track Recording
C-15.16	Digital Audio
C-15.18	Analog Audio Levels
C-15.19	Boards, Consoles, and Mixers
C-15.20	Using Audio From PA Systems
C-15.21	Audio Recording, Editing and Playback
C-15.22	Production Communication Systems
Standard: C-17 Video Editing C	
C-17.1	Continuity Editing
C-17.2	Acceleration Editing
C-17.3	Continuity Techniques
C-17.4	Insert Shots
C-17.5	Cutaways
C-17.6	Thematic Editing
C-17.7	Relational Editing
C-17.8	Continuity
C-17.10	Bridging Interview Edits
C-17.11	Shooting Angles
C-17.12	Audio Continuity
C-17.13	Maintaining Consistency in Action and Detail
C-17.14	Dedicated and Software-Based Editors
C-17.15	Linear and Non-Linear Editing Systems
C-17.16	Time-Code
Standard: C-18 Graphics C	

C-18.1	Titling
Standard: A-8 Video and Audio for the Internet A	
A-8.1	Pod casting formats
A-8.2	Streaming live video
A-8.3	Video posting websites
A-8.4	Export protocols
A-8.5	Internet terminology
A-8.6	File size and compression
Standard: A-4 Documentary Production A	
A-4.1	Subject Matter
A-4.2	Documentaries that Changed Thinking
A-4.3	Demographics and Audience
Standard: A-6 Institutional Video A	
A-6.1	Public Relations Video
A-6.2	Marketing Video
A-6.3	Instructional Videos
A-6.4	Presentation Formats
Standard: A-7 Video Short Film Style Production A	
A-7.1	Costing Out Production
A-7.2	Return on Investment
A-7.3	Equipment Needs
A-7.4	Scriptwriting
A-7.5	Script Terms and Abbreviations
Standard: A-5 Legal and Ethical Issues A	
A-5.1	Invasion of Privacy
A-5.2	Access Restrictions and Rights
A-5.3	Libel and Slander
A-5.4	Copyright
A-5.5	Talent and Location Releases
A-5.6	The Fair Use Act
A-5.7	Public Domain
A-5.8	Securing Rights to Music
Standard: A-3 News Production A	
A-3.2	Video Journalists
A-3.3	News Producer
A-3.4	News Sources

A-3.5	On-Location News Interview
A-3.6	News Editing
A-3.7	Rundowns
A-3.8	News Studio Crew
A-3.9	News Bias
A-3.10	Newsworthiness
A-3.11	News Writing Guidelines

Standard: A-2 Remotes A

A-2.1	Location Survey
A-2.2	Camera Positions
A-2.3	On-Location Audio
A-2.4	Lighting
A-2.5	Production Communication
A-2.6	Single-Camera vs. Multiple-Camera Production
A-2.6	Multiple-Camera Production
A-2.7	Single-Camera Production

EALRs or GLEs (Taught & Assessed in Standards)

Math

1: The student understands and applies the concepts and procedures of mathematics.

- 1.2 Understand and apply estimation strategies to obtain reasonable measurements at an appropriate level of precision.
- 1.4 Understand the concepts of dependent and independent events.

2: The student uses mathematics to define and solve problems.

- 2.2 Select and use relevant information to construct solutions

Apply mathematical concepts and procedures from number sense, measurement, geometric sense, probability and statistics, and/or algebraic sense to construct solutions. Apply a variety of strategies and approaches to construct solutions. Determine whether a solution is viable, is mathematically correct, and answers the question(s). Analyze, compare, and integrate mathematical information from multiple sources.

3.The student uses mathematical reasoning.

- 3.1.Analyze information—analyze and compare mathematical information.
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4: The student analyzes and evaluates the effectiveness of written work.

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- 4.2 - Sets goals for improvement.

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3.The student reads different materials for a variety of purposes.

- 3.1.Read to learn new information.
- 3.2.Read to perform a task.
- 3.3.Read for career applications.

4: The student sets goals and evaluates progress to improve reading.

- 4.1 Assess reading strengths and need for improvement.
 - 4.1.2 Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.
- Set goals for reading and develop a reading improvement plan.
- Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics, or strategy charts.
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1. The student uses listening and observation skills and strategies to gain understanding.

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- 1.2Understands, analyzes, synthesizes, or evaluates information from a variety of sources

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2.1 Uses language to interact effectively and responsibly in a multicultural context.

2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

2.3. Uses skills and strategies to communicate intercultural.

3.The student uses communication skills and strategies to present ideas and one 's self in a variety of situations.

3.1.Uses knowledge of topic/theme, audience, and purpose to plan presentations.

3.2. Uses media and other resources to support presentations.

3.3. Uses effective delivery.

Science

1. Systems: The student knows and applies scientific concepts and principles to understand the properties, structures and changes in physical, earth/space, and living systems.

1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.

2. Inquiry: The student knows and applies the scientific ideas, skills, processes of investigation, and the nature of science.

2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. |

1.2.1 Describe the function of a system's parts or subsystems.

Explain inputs, outputs, transfers, transformations, and feedback of matter, energy, and information in a system.

Explain the interconnections between a system's parts or subsystems.

Analyze how systems function, including the inputs, outputs, transfers, transformations, and feed-back of a system and its subsystems.

2.1.1 Generate a new question that can be investigated with the same materials and/or data as a given investigation.

Generate questions, and critique whether questions can be answered through scientific investigations.

Understand how to generate and evaluate questions that can be answered through scientific investigations.

Social Studies

Art

1.The student understands and applies arts knowledge and skills.

1.1 Understand arts concepts and vocabulary.

1.2 Develop arts skills and techniques.

1.3 Understand and apply arts styles from various artist, cultures, and times.

1.4 Apply audience skills in a variety of arts settings and performances.

2. The student demonstrates thinking skills using artistic processes.

2.1 Apply a creative process in the arts:

Conceptualize the context or purpose.

Gather information from diverse sources.

Develop ideas and techniques.

Organize arts elements, forms, and/or principles into a creative work.

Reflect for the purpose of elaboration and self-evaluation.

Refine work based on feedback.

Present work to others.

2.2 Apply a performance process in the arts:

- Identify audience and purpose.
- Select artistic work (repertoire) to perform.
- Analyze structure and background of work.
- Interpret by developing a personal interpretation of the work.
- Rehearse, adjust, and refine through evaluation and problem solving.
- Present work for others.
- Reflect and evaluate.

2.3 Apply a responding process to an arts presentation.

- Engage actively and purposefully.
- Describe what is seen and/or heard.
- Analyze how the elements are arranged and organized.
- Interpret based on descriptive properties.
- Evaluate using supportive evidence and criteria.

3. The student communicates through the arts.

- 3.1 Use the arts to express and present ideas and feelings.
- 3.2 Use the arts to communicate for a specific purpose.
- 3.3 Develop personal aesthetic criteria to communicate artistic choices.

4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

- 4.1 Demonstrate and analyze the connections among the arts disciplines.
- 4.2 Demonstrate and analyze the connections among the arts and other content areas.
- 4.3 Understand how the arts impact lifelong choices.
- 4.4 Understand that the arts shape and reflect culture and history.
- 4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work

Health and Fitness

SKILLS

Leadership: Film Festivals

Leadership: Individual Skills

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders
- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills
- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Leadership: Group Skills

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.2 The student will demonstrate knowledge of conflict resolution and challenge management
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry
- 2.5 The student will demonstrate a working knowledge of parliamentary procedure
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.1 The student will analyze the roles and responsibilities of citizenship
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life
- 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level
- 3.6 The student will understand the importance and utilize the components and structure of community-based organizations
- 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals

Employability:**C-1 Develop employability skills to secure and keep employment in chosen field**

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- C-1.2 Assess interest areas to determine potential career pathways, including career ladders
- C-1.3 Develop a career plan with alternatives
- C-1.4 Complete job applications and related employment documents (e.g. W-4)
- C-1.5 Create professional cover letters, resumes, and portfolios in a variety of formats (print and electronic)
- C-1.6 Apply job search skills to seek, evaluate, apply for, and accept employment
- C-1.7 Demonstrate good interviewing skills
- C-1.8 Demonstrate employability skills needed to get and keep a job
- C-1.9 Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field

- C-2.1 Apply strategies to enhance effectiveness of all types of communications in the workplace
- C-2.2 Apply reading skills and strategies to work-related documents
- C-2.3 Locate information from books, journals, magazines, and the Internet
- C-2.4 Apply basic writing skills to work-related communication
- C-2.5 Write work-related materials
- C-2.6 Explain information presented graphically
- C-2.7 Use writing/publishing/presentation applications
- C-2.8 Apply basic skills for work-related oral communication
- C-2.9 Explain proper telephone etiquette and skills
- C-2.10 Lead formal and informal group discussions

- C-2.11 Demonstrate effective negotiation and conflict management
- C-2.12 Apply active listening skills to obtain and clarify information
- C-2.13 Communicate with others in a diverse workforce

Standard: C-3 Solve problems using critical thinking C

- C-3.1 Demonstrate skills used to define and analyze a given problem
- C-3.2 Explain the importance and dynamics of individual and teamwork approaches of problem solving
- C-3.3 Describe methods of researching and validating reliable information relevant to the problem
- C-3.4 Explain strategies used to formulate ideas, proposals and solutions to problems
- C-3.5 Select potential solutions based on reasoned criteria
- C-3.6 Implement and evaluate solution(s)

Standard: C-4 Demonstrate positive work behaviors C

- C-4.1 Identify time management and task prioritization skills
- C-4.2 Explain the importance of following workplace etiquette/protocol
- C-4.3 Demonstrate willingness to learn and further develop skills
- C-4.4 Demonstrate self-management skills
- C-4.5 List causes of stress and effective stress management techniques

Analytical, Logical & Creative Thinking:

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input checked="" type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input checked="" type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Main Idea	<input checked="" type="checkbox"/> Detect Bias	<input checked="" type="checkbox"/> Goal Setting	<input checked="" type="checkbox"/> Inquisitiveness
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<input checked="" type="checkbox"/> Compare/Contrast	<input checked="" type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Conclusion	<input checked="" type="checkbox"/> Elaboration	<input checked="" type="checkbox"/> Persistence
<input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Metacognition	<input checked="" type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Precision

Relevance to Work:

In these units students will learn about the principles and practices involved in producing opens and credit roll pieces for any production style, producing pre-packaged, stand alone, pieces for news or magazine style programs. This unit will provide each student with an understanding of the entire documentary production process and give students an opportunity to produce, write, direct, edit, and promote a video/film.

COMPONENTS AND COMPETENCIES

Performance Assessments:

Work is individualized throughout the year while students work on multiple projects at a time

Examples: District, school teacher requested projects

Film/Video festivals (regional, national)

Community projects

Podcasting/audio projects

Film Genre Study

Personal student projects

STANDARDS AND COMPETENCIES

Standard: Scripting A

A-7.4	Scriptwriting
A-7.5	Script Terms and Abbreviations
A-7.6	Creating Characters
A-7.7	Creating Drama or Comedy
A-7.8	Locations
A-7.9	Twists
A-7.10	Mystery

Standard: C-9 Production Overview C

Competency	Competency Description
C-9.1	Video Production careers
C-9.2	Production overview
C-9.7	Costing Out Productions
C-9.8	How Video Process Works
C-9.9	World Video Standards
C-9.10	HDTV Standard

Standard: C-11 Lens Operation and Control C

C-11.8	Focusing/Follow Focus/Rack Focus
C-11.9	Macro Focus

Standard: C-12 Camera Operation and Control C

C-12.1	Imaging Device
C-12.2	Video Resolution
C-12.3	Camera Mounts and Tripod
C-12.4	Camera Pan Heads

C-12.5	Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal
C-12.6	Color Balancing/ White Balancing
C-12.7	Shutter Speed
C-12.10	Viewfinder
C-12.11	Camera Safe Areas
C-12.12	Boom & Jib Shooting
C-12.13	Camera Care & Maintenance
C-12.14	Camera Formats, Advantage/Disadvantages
C-12.15	Hand-Held Shooting
C-12.16	Depth of field
C-12.17	Exposure (Aperture/Shutter Speed)
C-12.18	Angle of view
C-12.19	Focus
C-12.20	Aspect Ratio
C-12.21	Color Temp
C-12.22	Type of Shots
Standard: C-13 Composition C	
C-13.1	Form vs. Content
C-13.3	Defining Composition
C-13.4	Static Composition
C-13.5	Dynamic Composition
C-13.6	Clearly Establish Your Objectives
C-13.7	Single Center of Interest
C-13.8	Shifting the Center of Interest
C-13.9	Leading the Subject
C-13.10	Rule of Thirds
C-13.11	Maintaining Tonal Balance
C-13.12	Balance Mass
C-13.13	The Concrete and the Abstract
C-13.14	Frame Central Subject Matter
C-13.15	Convey Meaning Through Colors and Tones
C-13.16	Control the Number of Prime Objects
C-13.17	Balance Complexity and Order
C-13.18	Movement and Meaning
Standard: C-14 Video Lighting C	
C-14.1	Light Coherence

C-14.2	Hard Light
C-14.3	Soft Light
C-14.4	Color Temperature
C-14.5	Studio and Field Light Levels
C-14.6	Intensity Control Through Varying Distance
C-14.7	Quartz Lamps
C-14.8	Lighting Instruments
C-14.9	Camera Lights
C-14.10	Attachments to Lighting Instruments
C-14.11	Three Point Lighting-Key/Fill/Back Light
C-14.12	Lighting Ratios
C-14.13	Back Light Intensity
C-14.13	Subject-to-Background Distance
C-14.14	Area Lighting
C-14.15	Existing (Natural) Light
C-14.16	Drawing A Lighting Plot
C-14.17	Lighting Boards
C-14.18	On-Location Power Issues
C-14.19	Contrast Ratio Lighting Plot
C-14.20	Lighting Plot
C-14.21	Natural Lighting
C-14.22	Reflective Lighting
Standard: C-15 Audio C	
C-15.1	Loudness
C-15.2	Frequency
C-15.3	The Frequency-Loudness Relationship
C-15.4	Room Acoustics
C-15.5	Major Microphone Designs
C-15.6	Directional Characteristics
C-15.7	Handheld Microphones
C-15.8	Positioning Handheld Mics
C-15.9	Personal Microphones
C-15.10	Mic Connectors
C-15.11	Positioning Mic Cables
C-15.12	Wireless Microphones

C-15.13	Phase Cancellation
C-15.14	Creating the Stereo Effect
C-15.15	Multi-Track Recording
C-15.16	Digital Audio
C-15.18	Analog Audio Levels
C-15.19	Boards, Consoles, and Mixers
C-15.20	Using Audio From PA Systems
C-15.21	Audio Recording, Editing and Playback
C-15.22	Production Communication Systems
Standard: C-17 Video Editing C	
C-17.1	Continuity Editing
C-17.2	Acceleration Editing
C-17.3	Continuity Techniques
C-17.4	Insert Shots
C-17.5	Cutaways
C-17.6	Thematic Editing
C-17.7	Relational Editing
C-17.8	Continuity
C-17.10	Bridging Interview Edits
C-17.11	Shooting Angles
C-17.12	Audio Continuity
C-17.13	Maintaining Consistency in Action and Detail
C-17.14	Dedicated and Software-Based Editors
C-17.15	Linear and Non-Linear Editing Systems
C-17.16	Time-Code
Standard: C-18 Graphics C	
C-18.1	Titling
Standard: A-8 Video and Audio for the Internet A	
A-8.1	Pod casting formats
A-8.2	Streaming live video
A-8.3	Video posting websites
A-8.4	Export protocols
A-8.5	Internet terminology
A-8.6	File size and compression
Standard: A-4 Documentary Production A	
A-4.1	Subject Matter

A-4.2	Documentaries that Changed Thinking
A-4.3	Demographics and Audience
Standard: A-6 Institutional Video A	
A-6.1	Public Relations Video
A-6.2	Marketing Video
A-6.3	Instructional Videos
A-6.4	Presentation Formats
Standard: A-7 Video Short Film Style Production A	
A-7.1	Costing Out Production
A-7.2	Return on Investment
A-7.3	Equipment Needs
A-7.4	Scriptwriting
A-7.5	Script Terms and Abbreviations
Standard: A-5 Legal and Ethical Issues A	
A-5.1	Invasion of Privacy
A-5.2	Access Restrictions and Rights
A-5.3	Libel and Slander
A-5.4	Copyright
A-5.5	Talent and Location Releases
A-5.6	The Fair Use Act
A-5.7	Public Domain
A-5.8	Securing Rights to Music
Standard: A-3 News Production A	
A-3.2	Video Journalists
A-3.3	News Producer
A-3.4	News Sources
A-3.5	On-Location News Interview
A-3.6	News Editing
A-3.7	Rundowns
A-3.8	News Studio Crew
A-3.9	News Bias
A-3.10	Newsworthiness
A-3.11	News Writing Guidelines
Standard: A-2 Remotes A	
A-2.1	Location Survey
A-2.2	Camera Positions

A-2.3	On-Location Audio
A-2.4	Lighting (powered & Natural)
A-2.5	Production Communication
A-2.6	Single-Camera vs. Multiple-Camera Production
A-2.6	Multiple-Camera Production
A-2.7	Single-Camera Production
A-2.8	Camera Mounts
A-2.9	Power (Camera & Lighting)
A-2.10	Audio
A-2.11	Traffic Control
Standard: C-20 Budget C	
C-20.1	Budget Options
C-20.2	Cast and Crew
C-20.3	Set Creation
C-20.4	Wardrobe
C-20.5	Makeup and Hair
C-20.6	Lighting Supplies
C-20.7	Camera s and Related Equipment
C-20.8	Location Costs
C-20.9	Food
C-20.10	Audio Equipment
C-20.11	Sound Effects and Folly
C-20.12	Editing Equipment and Software
C-20.13	Photocopying Scripts
Standard C-21 The Business End of Digital Movie Making C	
C-21.1	Funding
C-21.2	Credit Cards/Loans
C-21.3	Grants
C-21.4	Partnerships
C-21.5	Sponsors
Standard C-22 Casting C	
C-22.2	Local Theaters
C-22.3	Open Auditions
Standard C-23 Filming C	
C-23.1	Finding Crew People

C-23.2	Desired Characteristics and Attitudes
C-23.3	Special Skills
C-23.4	Selecting the Director and Producer
Standard C-24 Pre-Production C	
C-24.1	Training
C-24.2	Read-through and Rehearsals
C-24.3	Shot List
C-24.4	Permits
C-24.5	Location Permissions
C-24.6	Transportation
C-24.7	Shooting Calendar
C-24.8	Equipment Rental/identification
Standard C-25 Prop, Set Dressing, and Scenery C	
C-25.1	Set Design
C-25.2	Props
C-25.3	Backdrops
Standard C-26 Makeup Application C	
C-26.1	Stage Makeup
C-26.2	Video Makeup
C-26.3	Application Techniques
C-26.4	Makeup Products
C-26.5	Makeup Removal
C-26.6	Special Effects Makeup
Standard C-27 Digital Special Effects C	
C-27.1	Green Screen Shooting
C-27.2	Computer generated Effects
Standard C-28 Directing C	
C-28.1	Script Breakdown
C-28.2	Marking the Script
C-28.3	Shooting for Editing
C-28.4	Multiple Takes
C-28.5	Organization Skills
C-28.6	Eye on the Big Picture
C-28.7	Direction Vocabulary

C-28.8	Capabilities of the Equipment
C-28.9	Vector Lines
C-28.10	Cutaway Shots
C-28.11	Jump Cuts
C-28.12	Leadership Skills
Standard C-29 Post-Production C	
C-29.1	Editing
C-29.2	Transitions
C-29.3	Rough Cut
C-29.4	Final Cut
C-29.5	Sound Effects
C-29.6	Folly
C-29.7	Music
C-29.8	Dialogue Looping
Standard C-30 Distribution C	
C-30.1	Distribution Stream
C-30.2	Distributor
C-30.3	Film Markets
C-30.4	Festivals
C-30.5	Website Promotion
C-30.6	Post on the Web
C-30.7	Self Distribution
C-30.8	Home Video Distribution

EALRs or GLEs (Taught & Assessed in Standards)

Math

1: The student understands and applies the concepts and procedures of mathematics.

- 1.2 Understand and apply estimation strategies to obtain reasonable measurements at an appropriate level of precision.
- 1.4 Understand the concepts of dependent and independent events.

2: The student uses mathematics to define and solve problems.

2.2 Select and use relevant information to construct solutions

Apply mathematical concepts and procedures from number sense, measurement, geometric sense, probability and statistics, and/or algebraic sense to construct solutions.
 Apply a variety of strategies and approaches to construct solutions. Determine whether a solution is viable, is mathematically correct, and answers the question(s). Analyze, compare, and integrate mathematical information from multiple sources.

3.The student uses mathematical reasoning.

- 3.1.Analyze information—analyze and compare mathematical information.
- 3.2. Conclude—draw and support conclusions; evaluate procedures and conclusions.
- 3.3.Verify results—justify results; check for reasonableness of results; validate thinking.

Writing

1: The student understands and uses a writing process.

- 1.1 - Prewrites to generate ideas and plan writing.
- 1.2 - Produces draft(s).
- 1.3 - Revises to improve text.
- 1.4 - Edits text.
- 1.5 - Publishes text to share with an audience.
- 1.6 - Adjusts writing process as necessary.

EALR 2: The student writes in a variety of forms for different audiences and purposes.

- 2.1 - Adapts writing for a variety of audiences.
- 2.2 - Writes for different purposes.
- 2.3 - Writes in a variety of forms/genres.
- 2.4 - Writes for career applications.

EALR 3: The student writes clearly and effectively.

- 3.1 - Develops ideas and organizes writing.
- 3.2 - Uses appropriate style.
- 3.3 - Knows and applies writing conventions appropriate for the grade level.

4: The student analyzes and evaluates the effectiveness of written work.

- 4.1 - Analyzes and evaluate others' and own writing.
- 4.2 - Sets goals for improvement.

Reading

3.The student reads different materials for a variety of purposes.

- 3.1.Read to learn new information.
- 3.2.Read to perform a task.
- 3.3.Read for career applications.

4: The student sets goals and evaluates progress to improve reading.

- 4.1 Assess reading strengths and need for improvement.
 - 4.1.2 Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.
- Set goals for reading and develop a reading improvement plan.
- Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics, or strategy charts.
- 4.2 Develop interests and share reading experiences.
 - 4.2.1 Evaluate books and authors to share reading experiences with others.
 - Discuss responses to literary experiences and/or ideas gleaned from informational/expository text with others.

Communications

1. The student uses listening and observation skills and strategies to gain understanding.

- 1.1Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2Understands, analyzes, synthesizes, or evaluates information from a variety of sources

.2.The student uses communication skills and strategies to interact/work effectively with others.

2.1 Uses language to interact effectively and responsibly in a multicultural context.

2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

2.3. Uses skills and strategies to communicate intercultural.

3.The student uses communication skills and strategies to present ideas and one 's self in a variety of situations.

3.1.Uses knowledge of topic/theme, audience, and purpose to plan presentations.

3.2. Uses media and other resources to support presentations.

3.3. Uses effective delivery.

Science

1. Systems: The student knows and applies scientific concepts and principles to understand the properties, structures and changes in physical, earth/space, and living systems.

1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.

2. Inquiry: The student knows and applies the scientific ideas, skills, processes of investigation, and the nature of science.

2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. |

1.2.1 Describe the function of a system's parts or subsystems.

Explain inputs, outputs, transfers, transformations, and feedback of matter, energy, and information in a system.

Explain the interconnections between a system's parts or subsystems.

Analyze how systems function, including the inputs, outputs, transfers, transformations, and feed-back of a system and its subsystems.

2.1.1 Generate a new question that can be investigated with the same materials and/or data as a given investigation.

Generate questions, and critique whether questions can be answered through scientific investigations.

Understand how to generate and evaluate questions that can be answered through scientific investigations.

Social Studies

Art

1.The student understands and applies arts knowledge and skills.

1.1 Understand arts concepts and vocabulary.

1.2 Develop arts skills and techniques.

1.3 Understand and apply arts styles from various artist, cultures, and times.

1.4 Apply audience skills in a variety of arts settings and performances.

2. The student demonstrates thinking skills using artistic processes.

2.1 Apply a creative process in the arts:

Conceptualize the context or purpose.

Gather information from diverse sources.

Develop ideas and techniques.

Organize arts elements, forms, and/or principles into a creative work.

Reflect for the purpose of elaboration and self-evaluation.

Refine work based on feedback.

Present work to others.

2.2 Apply a performance process in the arts:

- Identify audience and purpose.
- Select artistic work (repertoire) to perform.
- Analyze structure and background of work.
- Interpret by developing a personal interpretation of the work.
- Rehearse, adjust, and refine through evaluation and problem solving.
- Present work for others.
- Reflect and evaluate.

2.3 Apply a responding process to an arts presentation.

- Engage actively and purposefully.
- Describe what is seen and/or heard.
- Analyze how the elements are arranged and organized.
- Interpret based on descriptive properties.
- Evaluate using supportive evidence and criteria.

3. The student communicates through the arts.

- 3.1 Use the arts to express and present ideas and feelings.
- 3.2 Use the arts to communicate for a specific purpose.
- 3.3 Develop personal aesthetic criteria to communicate artistic choices.

4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

- 4.1 Demonstrate and analyze the connections among the arts disciplines.
- 4.2 Demonstrate and analyze the connections among the arts and other content areas.
- 4.3 Understand how the arts impact lifelong choices.
- 4.4 Understand that the arts shape and reflect culture and history.
- 4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work

Health and Fitness***SKILLS*****Leadership:****Film Festivals****Leadership: Individual Skills**

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders
- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills
- 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Leadership: Group Skills

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.2 The student will demonstrate knowledge of conflict resolution and challenge management
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry
- 2.5 The student will demonstrate a working knowledge of parliamentary procedure
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.1 The student will analyze the roles and responsibilities of citizenship
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life
- 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level
- 3.6 The student will understand the importance and utilize the components and structure of community-based organizations
- 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals

Employability:

C-1 Develop employability skills to secure and keep employment in chosen field

- C-1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- C-1.2 Assess interest areas to determine potential career pathways, including career ladders
- C-1.3 Develop a career plan with alternatives
- C-1.4 Complete job applications and related employment documents (e.g. W-4)
- C-1.5 Create professional cover letters, resumes, and portfolios in a variety of formats (print and electronic)
- C-1.6 Apply job search skills to seek, evaluate, apply for, and accept employment
- C-1.7 Demonstrate good interviewing skills
- C-1.8 Demonstrate employability skills needed to get and keep a job
- C-1.9 Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field

- C-2.1 Apply strategies to enhance effectiveness of all types of communications in the workplace
- C-2.2 Apply reading skills and strategies to work-related documents
- C-2.3 Locate information from books, journals, magazines, and the Internet
- C-2.4 Apply basic writing skills to work-related communication
- C-2.5 Write work-related materials
- C-2.6 Explain information presented graphically
- C-2.7 Use writing/publishing/presentation applications
- C-2.8 Apply basic skills for work-related oral communication
- C-2.9 Explain proper telephone etiquette and skills
- C-2.10 Lead formal and informal group discussions
- C-2.11 Demonstrate effective negotiation and conflict management

- C-2.12 Apply active listening skills to obtain and clarify information
- C-2.13 Communicate with others in a diverse workforce

Standard: C-3 Solve problems using critical thinking C

- C-3.1 Demonstrate skills used to define and analyze a given problem
- C-3.2 Explain the importance and dynamics of individual and teamwork approaches of problem solving
- C-3.3 Describe methods of researching and validating reliable information relevant to the problem
- C-3.4 Explain strategies used to formulate ideas, proposals and solutions to problems
- C-3.5 Select potential solutions based on reasoned criteria
- C-3.6 Implement and evaluate solution(s)

Standard: C-4 Demonstrate positive work behaviors C

- C-4.1 Identify time management and task prioritization skills
- C-4.2 Explain the importance of following workplace etiquette/protocol
- C-4.3 Demonstrate willingness to learn and further develop skills
- C-4.4 Demonstrate self-management skills
- C-4.5 List causes of stress and effective stress management techniques

Analytical, Logical & Creative Thinking:

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input checked="" type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input checked="" type="checkbox"/> Risking
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<input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Metacognition	<input checked="" type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Precision

Relevance to Work:

In these units students will learn about the principles and practices involved in producing opens and credit roll pieces for any production style, producing pre-packaged, stand alone, pieces for news or magazine style programs. This unit will provide each student with an understanding of the entire film and video production process and give students an opportunity to produce, write, direct, edit, and promote a video/film.