

**Career and Technical Education
Model Curriculum Framework**

Exploratory Preparatory

OSPI Course Title: Radio and Television Technology Technician (Video and Television Technology/Technician) (Cinematography and Film/Video Production)
Course Title: Video Productions/Advanced Video Productions/3rd Year Special Projects
Program: Technology and Industry
CIP Code: 100202

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Beginning/Explore Unit 1: Intro to Video & Film Industry</p> <p>Examples:</p> <p>Isolate credits from a film; individual, small group & full class discussion of industry jobs</p> <p>Select a block of time from the local TV guide and list all the different types of programs and their intended viewing audience. Make a list of the products that are best suited to advertise during each program.</p>	<p>Standard: C-6 Demonstrate health and safety practices C-6.6 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-6.10 Demonstrate proper workspace cleaning procedures</p> <p>Standard: C-7 Demonstrate responses to situations that threaten health and safety C-7.1 Illustrate First Aid procedures for potential injuries and other health concerns in the occupational area C-7.2 Describe the importance of emergency preparedness and an emergency action plan C-7.3 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures C-7.4 Identify practices used to avoid accidents</p>	<p>Communications EALRs 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.</p> <p>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 interculturallly.</p> <p>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.</p>	<p>Reading EALRs: 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> <p>Communication EALRs: 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.</p> <p>Math EALRs: 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>	<p>Life Knowledge (River, Fort Bay, Skyview)</p> <p>Leadership: Individual Skills</p> <p>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</p>	<p>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</p> <p>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/presentati</p>	<p>Literacy</p> <p>Personalized Learning</p> <p>Accountability</p>	<p>5</p>	<p>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.</p>

	<p>C-7.6 Discuss the role of the individual and the company/organization in ensuring workplace safety C-7.7 Discuss ways to identify and prevent workplace/school violence</p> <p>Standard: C-9 Production Overview 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 C-15.22 Production Communication Systems</p>	<p>3.2.Uses media and other resources to support presentations. 3.3.Uses effective delivery.</p> <p>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.</p> <p>Reading EALRs 2: The student understands the meaning of what is read. 2.1 Demonstrate evidence of reading comprehension.</p> <p>Science EALRs 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> <p>Arts EALRs 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> <p>2. The student demonstrates thinking skills using artistic processes. 2.1 Apply a creative process in the arts:</p>		<p>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</p> <p>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</p>	<p>on 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</p> <p>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)</p> <p>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</p>			
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		<p>Conceptualize the context or purpose. Gather information from diverse sources. Develop ideas and techniques. Organize arts elements, forms and/or principles into a creative Reflect for the purpose of elaboration and self-evaluation. Refine work based on feedback. Present work to others.</p> <p>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.</p> <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.</p> <p>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.</p>		<p>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</p> <p><u>Leadership:</u> <u>Community and Career Skills</u></p> <p>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</p>				
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		<p>3.3 Develop personal aesthetic criteria to communicate artistic choices.</p> <p>4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.</p> <p>4.1 Demonstrate and analyze the connections among the arts disciplines.</p> <p>4.2 Demonstrate and analyze the connections among the arts and other content areas.</p> <p>4.3 Understand how the arts impact lifelong choices.</p> <p>4.4 Understand that the arts shape and reflect culture and history.</p> <p>4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work</p>						
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Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Unit 2 – Intro to Video Camera Operation Examples: Camcorder and Tripod worksheets camera using manuals</p> <p>Video Scavenger Hunt</p>	<p>Standard: C-5 Define health and safety regulations C-5.1 Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area C-5.8 Illustrate a safe environment for students in printing</p> <p>Standard: C-6 Demonstrate health and safety practices C-6.4 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-6.5 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics C-6.7 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom C-6.8 Describe safety practices and procedures to be followed when working with and around electricity C-6.10 Demonstrate proper workspace cleaning procedures</p> <p>Standard: C-7 Demonstrate responses to situations that threaten health and safety C-7.1 Illustrate First Aid</p>	<p>Communications EALRs 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.</p> <p>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.</p> <p>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.</p> <p>Reading EALRs 2: The student understands the meaning of what is read. 2.1 Demonstrate evidence of reading comprehension.</p> <p>Science EALRs 1. Systems: The student</p>	<p>Reading EALRs: 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> <p>Communication EALRs: 3.The student uses communication skills and strategies to present ideas and one’s self in a variety of situations. 3.2. Uses media and other resources to support presentations. 3.3. Uses effective delivery.</p> <p>Math EALRs: 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>	<p>Life Knowledge (River, Fort, Bay Skyview)</p> <p>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</p>	<p>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)</p> <p>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</p>	<p>Literacy</p> <p>Personalized Learning</p> <p>Accountability</p>	<p>10</p>	<p>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.</p>

	<p>procedures for potential injuries and other health concerns in the occupational area C-7.2 Describe the importance of emergency preparedness and an emergency action plan C-7.3 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures C-7.4 Identify practices used to avoid accidents C-7.6 Discuss the role of the individual and the company/organization in ensuring workplace safety C-7.7 Discuss ways to identify and prevent workplace/school violence</p> <p>Standard: C-11 Lens Operation and Control C-11.8 Focusing/Follow Focus/Rack Focus C-11.9 Macro Focus</p> <p>Standard: C-12 Camera Operation and Control C-12.1 Imaging Device C-12.2 Video Resolution C-12.3 Camera Mounts and Tripod C-12.4 Camera Pan Heads C-12.6 Color Balancing/ White Balancing C-12.7 Shutter Speed C-12.10 Viewfinder</p> <p>Standard: C-12 Camera Operation and Control C-12.5 Basic Camera Moves Pan/Tilt/Dolly/Truck/ Pedestal C-12.11 Camera Safe Areas</p>	<p>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> <p>Arts EALRs 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> <p>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 Reflect for the purpose of elaboration and self-evaluation. Refine work based on feedback. Present work to others.</p> <p>2.2 Apply a performance process in the arts: Identify audience and purpose. Select artistic work (repertoire) to perform. Analyze structure and</p>		<p>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</p> <p>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 2.6 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</p>	<p>listening skills to obtain and clarify information C-2.13 Communicate with others in a diverse workforce</p> <p>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</p>			
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<p>Unit 3 – Basic Camera & Videotaping Techniques Examples: Multiple assignments emphasizing a variety of camera shots, shot selection composition, angles & movement.</p>	<p>Standard: C-6 Demonstrate health and safety practices C-6.3 Identify, describe and demonstrate personal, shop and job site safety practices and procedures C-6.4 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-6.5 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics C-6.6 Locate emergency equipment in your lab, shop, and classroom, including (where appropriate) eyewash stations, shower facilities, fire blankets, telephone, master power switches, and emergency exits C-6.7 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom C-6.8 Describe safety practices and procedures to be followed when working with , disposal, and recycling C-6.10 Demonstrate proper workspace cleaning procedures</p> <p>Standard: C-7 Demonstrate responses to situations that threaten health and</p>	<p>Communications EALRs 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.</p> <p>2. 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Conclude—draw and support conclusions; evaluate procedures and conclusions. 3.3.Verify results—justify results; check for reasonableness of results; validate thinking.</p>	<p>Life Knowledge (River, Fort, Bay Skyview)</p> <p>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</p>	<p>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)</p> <p>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</p>	<p>Literacy</p> <p>Personalized Learning</p> <p>Accountability</p>	<p>20</p>	<p>In this unit students will be introduced to basic video taping/shooting techniques, including camera movement, composition and placement. The glossary contains common terms used in the video production field and the projects are designed to provide students with experience and an understanding of how much the importance of good camera work makes between the professional and home user.</p>

	<p>safety C-7.1 Illustrate First Aid procedures for potential injuries and other health concerns in the occupational area C-7.2 Describe the importance of emergency preparedness and an emergency action plan C-7.3 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures C-7.4 Identify practices used to avoid accidents C-7.5 Identify and describe fire protection, precautions and response procedures C-7.6 Discuss the role of the individual and the company/organization in ensuring workplace safety C-7.7 Discuss ways to identify and prevent workplace/school violence</p> <p>Standard: C-11 Lens Operation and Control C-11.8 Focusing/Follow Focus/Rack Focus C-11.9 Macro Focus</p> <p>Standard: C-12 Camera Operation and Control C-12.1 Imaging Device C-12.2 Video Resolution C-12.3 Camera Mounts and Tripod C-12.4 Camera Pan Heads C-12.6 Color Balancing/ White Balancing C-12.7 Shutter Speed C-12.10 Viewfinder</p> <p>Standard: C-12 Camera Operation and Control C-12.5 Basic Camera Moves Pan/Tilt/Dolly/Truck/ Pedestal</p>	<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> <p>Arts EALRs 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> <p>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 Reflect for the purpose of elaboration and self-evaluation. Refine work based on feedback. Present work to others.</p> <p>2.2 Apply a performance process in the arts: Identify audience and purpose. Select artistic work (repertoire) to perform.</p>		<p>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</p> <p>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</p>	<p>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</p> <p>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,</p>			
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	<p>C-12.11 Camera Safe Areas</p> <p>Standard: C-13 Composition</p> <p>C-13.1 Form vs. Content</p> <p>C-13.3 Defining Composition</p> <p>C-13.4 Static Composition</p> <p>C-13.5 Dynamic Composition</p> <p>C-13.6 Clearly Establish Your Objectives</p> <p>C-13.7 Single Center of Interest</p> <p>C-13.8 Shifting the Center of Interest</p> <p>C-13.9 Leading the Subject</p> <p>C-13.10 Rule of Thirds</p> <p>C-13.11 Maintaining Tonal Balance</p> <p>C-13.12 Balance Mass</p> <p>C-13.13 The Concrete and the Abstract</p> <p>C-13.14 Frame Central Subject Matter</p> <p>C-13.15 Convey Meaning Through Colors and Tones</p> <p>C-13.16 Control the Number of Prime Objects</p> <p>C-13.17 Balance Complexity and Order</p> <p>C-13.18 Movement and Meaning</p>	<p>Analyze structure and background of work.</p> <p>Interpret by developing a personal interpretation of the work.</p> <p>Rehearse, adjust, and refine through evaluation and problem solving.</p> <p>Present work for others. Reflect and evaluate.</p> <p>2.3 Apply a responding process to an arts presentation.</p> <p>Engage actively and purposefully.</p> <p>Describe what is seen and/or heard.</p> <p>Analyze how the elements are arranged and organized. Interpret based on descriptive properties.</p> <p>Evaluate using supportive evidence and criteria.</p> <p>3. The student communicates through the arts.</p> <p>3.1 Use the arts to express and present ideas and feelings.</p> <p>3.2 Use the arts to communicate for a specific purpose.</p> <p>3.3 Develop personal aesthetic criteria to communicate artistic choices.</p> <p>4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.</p> <p>4.1 Demonstrate and analyze the connections among the arts disciplines.</p> <p>4.2 Demonstrate and analyze the connections among the arts and other content areas.</p> <p>4.3 Understand how the arts impact lifelong choices.</p> <p>4.4 Understand that the arts shape and reflect culture and history.</p> <p>4.5 Demonstrate the</p>		<p>involve members of a group to assure that a pre-planned group activity is completed</p> <p>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</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings</p> <p><u>Leadership: Community and Career Skills</u></p> <p>3.1 The student will analyze the roles and responsibilities of citizenship</p> <p>3.2 The student will demonstrate social responsibility in family, community, and business and industry</p> <p>3.3 The student will understand their role, participate in and evaluate community service and service learning activities</p> <p>3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life</p> <p>3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level</p> <p>3.6 The student will</p>	<p>proposals and solutions to problems</p> <p>C-3.5 Select potential solutions based on reasoned criteria</p> <p>C-3.6 Implement and evaluate solution(s)</p> <p>Standard: C-4 Demonstrate positive work behaviors C</p> <p>C-4.1 Identify time management and task prioritization skills</p> <p>C-4.2 Explain the importance of following workplace etiquette/protocol</p> <p>C-4.3 Demonstrate willingness to learn and further develop skills</p> <p>C-4.4 Demonstrate self-management skills</p> <p>C-4.5 List causes of stress and effective stress management techniques</p>			
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		knowledge of arts careers and the knowledge of arts skills in the world of work		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				
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Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Unit 4 – Audio Examples: Video assignments using different microphone types Foley assignment</p>	<p>Standard: C-6 Demonstrate health and safety practices C-6.3 Identify, describe and demonstrate personal, shop and job site safety practices and procedures C-6.4 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-6.5 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics C-6.6 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-6.7 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom C-6.8 Describe safety practices and procedures to be followed when working with and around electricity, disposal, and recycling C-6.10 Demonstrate proper workspace cleaning procedures</p> <p>Standard: C-7 Demonstrate responses to situations that threaten health and</p>	<p>Communications EALRs 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.</p> <p>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 interculturality.</p> <p>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.</p> <p>4. The student analyzes and evaluates the effectiveness of communication.</p>	<p>Reading EALRs: 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> <p>Communication EALRs: 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.</p> <p>Math EALRs: 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>	<p>Life Knowledge (River, Fort, Bay Skyview) Leadership: Individual Skills</p> <p>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</p>	<p>C-1 Develop employability skills to secure and keep employment in chosen field</p> <p>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)</p> <p>Standard: C-2 Communicate in</p>	<p>Literacy</p> <p>Personalized Learning</p> <p>Accountability</p>	<p>10</p>	<p>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.</p>

	<p>safety C-7.1 Illustrate First Aid procedures for potential injuries and other health concerns in the occupational area C-7.2 Describe the importance of emergency preparedness and an emergency action plan C-7.3 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures C-7.4 Identify practices used to avoid accidents C-7.5 Identify and describe fire protection, precautions and response procedures C-7.6 Discuss the role of the individual and the company/organization in ensuring workplace safety C-7.7 Discuss ways to identify and prevent workplace/school violence</p> <p>Standard: C-15 Audio 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</p>	<p>4.1. Assesses effectiveness of one's own and others' communication. 4.2. Sets goals for improvement.</p> <p>Reading EALRs 2: The student understands the meaning of what is read. 2.1 Demonstrate evidence of reading comprehension.</p> <p>Science EALRs 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>		<p>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</p> <p>Leadership: Group Skills</p> <p>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</p>	<p>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</p> <p>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</p>			
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	<p>Recording 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</p>			<p>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</p> <p><u>Leadership:</u> <u>Community and Career Skills</u></p> <p>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</p>	<p>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)</p> <p>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</p>			
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				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				
Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
Unit 5 – Editing Examples: Music video Sci Fi /Special Effects projects	Standard: C-5 Define health and safety regulations C-5.1 Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area C-5.2 Identify and apply EPA and other environmental	Communications EALRs 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.	Reading EALRs: 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.	Life Knowledge (River, Fort, Bay Skyview) Leadership: Individual Skills 1.1 The student will analyze, refine, and	C-1 Develop employability skills to secure and keep employment in chosen field C-1.1 Evaluate industries, organizations, and careers based on	Literacy Personalized Learning Accountability	40	In this unit students will 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

	<p>protection regulations that apply to specific tasks and jobs in the occupational area C-5.3 Identify and apply Right-To-Know (Hazard Communication Policy) and other communicative regulations that apply to specific tasks and jobs in the occupational area C-5.4 Explain procedures for documenting and reporting hazards to appropriate authorities C-5.5 List penalties for non-compliance with appropriate health and safety regulations C-5.6 Identify contact information for appropriate health and safety agencies and resources C-5.7 Create a systematic safety program which would achieve OSHA compliance and promote a safe working environment C-5.8 Illustrate a safe environment for students in printing</p> <p>Standard: C-6 Demonstrate health and safety practices C-6.1 Identify, describe and demonstrate the effective use of Material Safety Data Sheets (MSDS) C-6.2 Read chemical, product, and equipment labels to determine appropriate health and safety considerations C-6.3 Identify, describe and demonstrate personal, shop and job site safety practices and procedures C-6.4 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</p>	<p>1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Reading EALRs 2: The student understands the meaning of what is read. 2.1 Demonstrate evidence of reading comprehension.</p> <p>Science EALRs 1. Systems: The student knows and applies scientific concepts and principles to understand the properties, structures and changes in</p>	<p>Communication EALRs: 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.</p> <p>Math EALRs: 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>	<p>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</p> <p>Leadership: Group Skills</p>	<p>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)</p> <p>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</p>		<p>computers, software and system management.</p> <p>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.</p> <p>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.</p>
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	<p>apparatus C-6.5 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics C-6.6 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-6.7 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom C-6.8 Describe safety practices and procedures to be followed when working with and around electricity C-6.9 Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling C-6.10 Demonstrate proper workspace cleaning procedures</p> <p>Standard: C-7 Demonstrate responses to situations that threaten health and safety C-7.1 Illustrate First Aid procedures for potential injuries and other health concerns in the occupational area C-7.2 Describe the importance of emergency preparedness and an emergency action plan C-7.3 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures C-7.4 Identify practices used to avoid accidents</p>	<p>physical, earth/space, and living systems. 1.2 Understand how components, structures, organizations, and interconnections describe systems.</p> <p>Arts EALRs 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> <p>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 Reflect for the purpose of elaboration and self-evaluation. Refine work based on feedback. Present work to others.</p> <p>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.</p>		<p>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</p>	<p>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</p> <p>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)</p>			
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	<p>C-7.5 Identify and describe fire protection, precautions and response procedures C-7.6 Discuss the role of the individual and the company/organization in ensuring workplace safety C-7.7 Discuss ways to identify and prevent workplace/school violence</p> <p>Standard: C-17 Video Editing 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</p> <p>Standard: C-18 Graphics C-18.1 Titling C-18.2 Character Generator</p> <p>A-8 Video and Audio for the Internet 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</p>	<p>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.</p> <p>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.</p> <p>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</p>		<p>utilize the principles of group dynamics in a variety of settings</p> <p>Leadership: Community and Career Skills</p> <p>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</p>	<p>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</p>			
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Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Unit 6 – Studio Production (River, Fort & Bay) Examples: Live and Taped mock School News show</p>	<p>Standard: C-5 Define health and safety regulations C-5.1 Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area C-5.2 Identify and apply EPA and other environmental protection regulations that apply to specific tasks and jobs in the occupational area C-5.3 Identify and apply Right-To-Know (Hazard Communication Policy) and other communicative regulations that apply to specific tasks and jobs in the occupational area C-5.4 Explain procedures for documenting and reporting hazards to appropriate authorities C-5.5 List penalties for non-compliance with appropriate health and safety regulations C-5.6 Identify contact information for appropriate health and safety agencies and resources C-5.7 Create a systematic safety program which would achieve OSHA compliance and promote a safe working environment C-5.8 Illustrate a safe environment for students in printing</p> <p>Standard: C-6 Demonstrate health and safety practices C-6.1 Identify, describe and demonstrate the effective use of Material Safety Data</p>	<p>Communications EALRs 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.</p> <p>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 interculturality.</p> <p>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.</p> <p>4. The student analyzes and evaluates the effectiveness of communication.</p>	<p>Reading EALRs: 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> <p>Communication EALRs: 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.</p> <p>Math EALRs: 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>	<p>Life Knowledge (River, Fort, Bay Skyview) Leadership: Individual Skills</p> <p>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</p>	<p>C-1 Develop employability skills to secure and keep employment in chosen field</p> <p>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)</p> <p>Standard: C-2 Communicate in</p>	<p>Literacy</p> <p>Personalized Learning</p> <p>Accountability</p>	<p>40</p>	<p>All TV productions involve teamwork, people who work together to help each other get the best results from their area of expertise. The whole is the culmination of many hours of planning and preparation which turns an idea into a successful program.</p> <p>In this unit we will look at the production team, learn what each position does and how they contribute to the success of each studio production.</p>

	<p>Sheets (MSDS) C-6.2 Read chemical, product, and equipment labels to determine appropriate health and safety considerations C-6.3 Identify, describe and demonstrate personal, shop and job site safety practices and procedures C-6.4 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-6.5 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics C-6.6 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-6.7 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom C-6.8 Describe safety practices and procedures to be followed when working with and around electricity C-6.9 Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling C-6.10 Demonstrate proper workspace cleaning procedures</p> <p>Standard: C-7 Demonstrate responses to situations that threaten health and safety C-7.1 Illustrate First Aid</p>	<p>4.1. Assesses effectiveness of one's own and others' communication. 4.2. Sets goals for improvement.</p> <p>Science EALRs 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> <p>2. Inquiry: The student knows and applies the scientific ideas, skills, processes of investigation, and the nature of science.</p> <p>2.1 Develop the knowledge and skills necessary to do scientific inquiry. 2.2 Understand the nature of scientific inquiry</p> <p>Arts EALRs 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> <p>2. The student demonstrates thinking skills using artistic processes. 2.1 Apply a creative process</p>		<p>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</p> <p>Leadership: Group Skills</p> <p>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</p>	<p>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</p> <p>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</p>			
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	<p>procedures for potential injuries and other health concerns in the occupational area C-7.2 Describe the importance of emergency preparedness and an emergency action plan C-7.3 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures C-7.4 Identify practices used to avoid accidents C-7.5 Identify and describe fire protection, precautions and response procedures C-7.6 Discuss the role of the individual and the company/organization in ensuring workplace safety C-7.7 Discuss ways to identify and prevent workplace/school violence</p> <p>Standard: A-1 Studio Production 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</p>	<p>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 Reflect for the purpose of elaboration and self-evaluation. Refine work based on feedback. Present work to others.</p> <p>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.</p> <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.</p> <p>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</p>		<p>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</p> <p><u>Leadership:</u> <u>Community and Career Skills</u></p> <p>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</p>	<p>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)</p> <p>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</p>			
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		<p>purpose.</p> <p>3.3 Develop personal aesthetic criteria to communicate artistic choices.</p> <p>4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.</p> <p>4.1 Demonstrate and analyze the connections among the arts disciplines.</p> <p>4.2 Demonstrate and analyze the connections among the arts and other content areas.</p> <p>4.3 Understand how the arts impact lifelong choices.</p> <p>4.4 Understand that the arts shape and reflect culture and history.</p> <p>4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work</p>		<p>international level</p> <p>3.6 The student will understand the importance and utilize the components and structure of community-based organizations</p> <p>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</p>				
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Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Unit 7 – Lighting</p> <p>Examples: Video project using different existing light situations</p> <p>Studio lighting project: Working with a partner (a lighting dummy) shoot an example of a key light, then add a fill light and then add a back light to create 3-point lighting. Next, find a location somewhere around school where you can shoot an example of 3-point lighting in an uncontrolled setting. Be creative and use whatever “tools” you can find.</p>	<p>Standard: C-5 Define health and safety regulations C-5.1 Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area C-5.2 Identify and apply EPA and other environmental protection regulations that apply to specific tasks and jobs in the occupational area C-5.3 Identify and apply Right-To-Know (Hazard Communication Policy) and other communicative regulations that apply to specific tasks and jobs in the occupational area C-5.4 Explain procedures for documenting and reporting hazards to appropriate authorities C-5.5 List penalties for non-compliance with appropriate health and safety regulations C-5.6 Identify contact information for appropriate health and safety agencies and resources C-5.7 Create a systematic safety program which would achieve OSHA compliance and promote a safe working environment C-5.8 Illustrate a safe environment for students in printing</p> <p>Standard: C-6 Demonstrate health and safety practices C-6.1 Identify, describe and demonstrate the effective use of Material Safety Data</p>	<p>Communications EALRs 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.</p> <p>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 interculturality.</p> <p>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.</p> <p>4. The student analyzes and evaluates the effectiveness of communication.</p>	<p>Reading EALRs: 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> <p>Communication EALRs: 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.</p> <p>Math EALRs: 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>	<p>Life Knowledge (River, Fort, Bay Skyview)</p> <p>Leadership: Individual Skills</p> <p>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</p>	<p>C-1 Develop employability skills to secure and keep employment in chosen field</p> <p>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)</p> <p>Standard: C-2 Communicate in</p>	<p>Literacy</p> <p>Personalized Learning</p> <p>Accountability</p>	<p>10</p>	<p>The Lighting Unit looks at the physical phenomena that makes all vision possible– light! Without light there would be no video. And without good lighting there will be no good video.</p> <p>In this section students will learn about the qualities of light, natural and artificial, and how to manipulate light to achieve a desired effect. The different types of lighting equipment and accessories for the studio and field will be addressed.</p>

	<p>Sheets (MSDS) C-6.2 Read chemical, product, and equipment labels to determine appropriate health and safety considerations C-6.3 Identify, describe and demonstrate personal, shop and job site safety practices and procedures C-6.4 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-6.5 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics C-6.6 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-6.7 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom C-6.8 Describe safety practices and procedures to be followed when working with and around electricity C-6.9 Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling C-6.10 Demonstrate proper workspace cleaning procedures</p> <p>Standard: C-7 Demonstrate responses to situations that threaten health and safety C-7.1 Illustrate First Aid</p>	<p>4.1. Assesses effectiveness of one's own and others' communication. 4.2. Sets goals for improvement.</p> <p>Arts EALRs 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> <p>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 Reflect for the purpose of elaboration and self-evaluation. Refine work based on feedback. Present work to others.</p> <p>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</p>		<p>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</p> <p>Leadership: Group Skills</p> <p>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</p>	<p>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</p> <p>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</p>			
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	<p>procedures for potential injuries and other health concerns in the occupational area</p> <p>C-7.2 Describe the importance of emergency preparedness and an emergency action plan</p> <p>C-7.3 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures</p> <p>C-7.4 Identify practices used to avoid accidents</p> <p>C-7.5 Identify and describe fire protection, precautions and response procedures</p> <p>C-7.6 Discuss the role of the individual and the company/organization in ensuring workplace safety</p> <p>C-7.7 Discuss ways to identify and prevent workplace/school violence</p> <p>Standard: C-14 Video Lighting</p> <p>C-14.1 Light Coherence</p> <p>C-14.2 Hard Light</p> <p>C-14.3 Soft Light</p> <p>C-14.4 Color Temperature</p> <p>C-14.5 Studio and Field Light Levels</p> <p>C-14.6 Intensity Control Through Varying Distance</p> <p>C-14.7 Quartz Lamps</p> <p>C-14.8 Lighting Instruments</p> <p>C-14.9 Camera Lights</p> <p>C-14.10 Attachments to Lighting Instruments</p> <p>C-14.11 Three Point Lighting-Key/Fill/Back Light</p> <p>C-14.12 Lighting Ratios</p> <p>C-14.13 Back Light Intensity</p> <p>C-14.13 Subject-to-Background Distance</p> <p>C-14.14 Area Lighting</p> <p>C-14.15 Existing (Natural) Light</p> <p>C-14.16 Drawing A Lighting Plot</p>	<p>through evaluation and problem solving.</p> <p>Present work for others. Reflect and evaluate.</p> <p>2.3 Apply a responding process to an arts presentation.</p> <p>Engage actively and purposefully.</p> <p>Describe what is seen and/or heard.</p> <p>Analyze how the elements are arranged and organized.</p> <p>Interpret based on descriptive properties.</p> <p>Evaluate using supportive evidence and criteria.</p> <p>3. The student communicates through the arts.</p> <p>3.1 Use the arts to express and present ideas and feelings.</p> <p>3.2 Use the arts to communicate for a specific purpose.</p> <p>3.3 Develop personal aesthetic criteria to communicate artistic choices.</p> <p>4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.</p> <p>4.1 Demonstrate and analyze the connections among the arts disciplines.</p> <p>4.2 Demonstrate and analyze the connections among the arts and other content areas.</p> <p>4.3 Understand how the arts impact lifelong choices.</p> <p>4.4 Understand that the arts shape and reflect culture and history.</p> <p>4.5 Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work</p>		<p>influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed</p> <p>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</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings</p> <p><u>Leadership:</u></p> <p><u>Community and Career Skills</u></p> <p>3.1 The student will analyze the roles and responsibilities of citizenship</p> <p>3.2 The student will demonstrate social responsibility in family, community, and business and industry</p> <p>3.3 The student will understand their role, participate in and evaluate community service and service learning activities</p> <p>3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life</p> <p>3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and</p>	<p>of individual and teamwork approaches of problem solving</p> <p>C-3.3 Describe methods of researching and validating reliable information relevant to the problem</p> <p>C-3.4 Explain strategies used to formulate ideas, proposals and solutions to problems</p> <p>C-3.5 Select potential solutions based on reasoned criteria</p> <p>C-3.6 Implement and evaluate solution(s)</p> <p>Standard: C-4 Demonstrate positive work behaviors C</p> <p>C-4.1 Identify time management and task prioritization skills</p> <p>C-4.2 Explain the importance of following workplace etiquette/protocol</p> <p>C-4.3 Demonstrate willingness to learn and further develop skills</p> <p>C-4.4 Demonstrate self-management skills</p> <p>C-4.5 List causes of stress and effective stress management techniques</p>			
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	<p>C-14.17 Lighting Boards C-14.18 On-Location Power Issues</p>			<p>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</p>				
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Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Unit 8 – Scriptwriting Examples:</p> <p>Identify the audience, creative concept, framework, goals and objectives for your story.</p> <p>Write An outline, treatment and rough script for your project.</p>	<p>Standard: C-5 Define health and safety regulations C-5.1 Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area C-5.2 Identify and apply EPA and other environmental protection regulations that apply to specific tasks and jobs in the occupational area C-5.3 Identify and apply Right-To-Know (Hazard Communication Policy) and other communicative regulations that apply to specific tasks and jobs in the occupational area C-5.4 Explain procedures for documenting and reporting hazards to appropriate authorities C-5.5 List penalties for non-compliance with appropriate health and safety regulations C-5.6 Identify contact information for appropriate health and safety agencies and resources C-5.7 Create a systematic safety program which would achieve OSHA compliance and promote a safe working environment C-5.8 Illustrate a safe environment for students in printing</p> <p>Standard: C-6 Demonstrate health and safety practices C-6.1 Identify, describe and demonstrate the effective use of Material Safety Data</p>	<p>2: The student understands the meaning of what is read.</p> <p>2.1 Demonstrate evidence of reading comprehension.</p> <p>2.2 Understand and apply knowledge of text components to comprehend text.</p> <p>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p> <p>2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.</p> <p>3: The student reads different materials for a variety of purposes.</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.3 Read for career application.</p> <p>3.4 Read for literary/narrative experience in a variety of genres.</p> <p>Writing EALRs</p> <p>1. The student understands and uses a writing process.</p> <p>1.1. Prewrites to generate ideas and plan writing.</p>	<p>Reading EALRs: 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> <p>Communication EALRs: 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.</p> <p>Math EALRs: 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>	<p>Life Knowledge (River, Fort, Bay Skyview)</p> <p>Leadership: Individual Skills</p> <p>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</p>	<p>C-1 Develop employability skills to secure and keep employment in chosen field</p> <p>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)</p> <p>Standard: C-2 Communicate in</p>	<p>Literacy</p> <p>Personalized Learning</p> <p>Accountability</p>	<p>45</p>	<p>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.</p>

	<p>Sheets (MSDS) C-6.2 Read chemical, product, and equipment labels to determine appropriate health and safety considerations C-6.3 Identify, describe and demonstrate personal, shop and job site safety practices and procedures C-6.4 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-6.5 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics C-6.6 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-6.7 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom C-6.8 Describe safety practices and procedures to be followed when working with and around electricity C-6.9 Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling C-6.10 Demonstrate proper workspace cleaning procedures</p> <p>Standard: C-7 Demonstrate responses to situations that threaten health and safety C-7.1 Illustrate First Aid</p>	<p>1.2. Produces draft(s).</p> <p>2. The student writes in a variety of forms for different audiences and purposes.</p> <p>2.1. Adapts writing for a variety of audiences.</p> <p>2.2. Writes for different purposes.</p> <p>2.4. Writes for career applications.</p> <p>3. The student writes clearly and effectively.</p> <p>3.1. Develops ideas and organizes writing.</p> <p>3.2. Uses appropriate style.</p> <p>3.3. Knows and applies appropriate grade level writing conventions.</p> <p>4. The student analyzes and evaluates the effectiveness of written work.</p> <p>4.1. Analyzes and evaluates others' and own writing.</p> <p>4.2. Sets goals for improvement.</p>		<p>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</p> <p><u>Leadership: Group Skills</u></p> <p>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</p>	<p>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</p> <p>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</p>			
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	<p>procedures for potential injuries and other health concerns in the occupational area C-7.2 Describe the importance of emergency preparedness and an emergency action plan C-7.3 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures C-7.4 Identify practices used to avoid accidents C-7.5 Identify and describe fire protection, precautions and response procedures C-7.6 Discuss the role of the individual and the company/organization in ensuring workplace safety C-7.7 Discuss ways to identify and prevent workplace/school violence</p> <p>Standard: A-7 Video Short Film Style Production A-7.4 Scriptwriting A-7.5 Script Terms and Abbreviations A-4.1 Subject Matter A-4.3 Demographics and Audience</p> <p>Standard: C-9 Production Overview C-9.2 Production overview C-9.5 Scripts C-9.6 Scriptwriting Guidelines</p> <p>Standard: A-4 Documentary Production A-4.1 Subject Matter A-4.2 Documentaries that Changed Thinking A-4.3 Demographics and Audience</p>			<p>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</p> <p><u>Leadership:</u> <u>Community and Career Skills</u></p> <p>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</p>	<p>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)</p> <p>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</p>			
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Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
Unit 9 - Documentary Examples: Historic/Social Issue documentary	Standard: C-5 Define health and safety regulations C-5.1 Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area C-5.2 Identify and apply EPA and other environmental protection regulations that apply to specific tasks and	Communications EALRs 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	Reading EALRs: 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. Communication EALRs:	Life Knowledge (River, Fort, Bay Skyview) <u>Leadership: Individual Skills</u> 1.1 The student will analyze, refine, and apply decision-making skills through	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	Literacy Personalized Learning Accountability	40	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

	<p>jobs in the occupational area</p> <p>Standard: C-6 Demonstrate health and safety practices C-6.2 Read chemical, product, and equipment labels to determine appropriate health and safety considerations C-6.3 Identify, describe and demonstrate personal, shop and job site safety practices and procedures C-6.4 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-6.5 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics C-6.6 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-6.7 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom C-6.8 Describe safety practices and procedures to be followed when working with and around electricity C-6.9 Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling C-6.10 Demonstrate proper workspace cleaning procedures</p>	<p>information from a variety of sources.</p> <p>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 interculturality.</p> <p>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.</p> <p>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.</p> <p>Reading EALRs 2: The student understands the meaning of what is read. 2.1 Demonstrate evidence of reading comprehension.</p> <p>Science EALRs 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.</p>	<p>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.</p> <p>Math EALRs: 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>	<p>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</p> <p>Leadership: Group Skills 2.1 The student will communicate,</p>	<p>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)</p> <p>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</p>		<p>give students the opportunity to produce, research, write, direct, shoot and edit.</p>
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	<p>Standard: C-7 Demonstrate responses to situations that threaten health and safety C-7.2 Describe the importance of emergency preparedness and an emergency action plan C-7.3 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures C-7.4 Identify practices used to avoid accidents C-7.5 Identify and describe fire protection, precautions and response procedures C-7.6 Discuss the role of the individual and the company/organization in ensuring workplace safety C-7.7 Discuss ways to identify and prevent workplace/school violence</p> <p>Standard: A-4 Documentary Production A-4.1 Subject Matter A-4.2 Documentaries that Changed Thinking A-4.3 Demographics and Audience</p> <p>Standard: A-6 Institutional Video A-6.1 Public Relations Video A-6.2 Marketing Video A-6.3 Instructional Videos A-6.4 Presentation Formats 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</p>	<p>1.2 Understand how components, structures, organizations, and interconnections describe systems.</p> <p>Arts EALRs 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> <p>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 Reflect for the purpose of elaboration and self-evaluation. Refine work based on feedback. Present work to others.</p> <p>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</p>		<p>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</p>	<p>conflict management C-2.12 Apply active listening skills to obtain and clarify information C-2.13 Communicate with others in a diverse workforce</p> <p>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)</p> <p>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</p>			
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		<p>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.</p> <p>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.</p> <p>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</p>		<p>variety of settings</p> <p><u>Leadership:</u> <u>Community and Career Skills</u></p> <p>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</p>				
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Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Unit 10 – Multimedia Examples: Stop motion project</p>	<p>Standard: C-5 Define health and safety regulations C-5.1 Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area C-5.2 Identify and apply EPA and other environmental protection regulations that apply to specific tasks and jobs in the occupational area C-5.3 Identify and apply Right-To-Know (Hazard Communication Policy) and other communicative regulations that apply to specific tasks and jobs in the occupational area C-5.4 Explain procedures for documenting and reporting hazards to appropriate authorities C-5.5 List penalties for non-compliance with appropriate health and safety regulations C-5.6 Identify contact information for appropriate health and safety agencies and resources C-5.7 Create a systematic safety program which would achieve OSHA compliance and promote a safe working environment C-5.8 Illustrate a safe environment for students in printing</p> <p>Standard: C-6 Demonstrate health and safety practices C-6.1 Identify, describe and demonstrate the effective use of Material Safety Data</p>		<p>Reading EALRs: 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> <p>Communication EALRs: 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.</p> <p>Math EALRs: 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>	<p>Life Knowledge (River, Fort, Bay Skyview)</p> <p>Leadership: Individual Skills</p> <p>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</p>	<p>C-1 Develop employability skills to secure and keep employment in chosen field</p> <p>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)</p> <p>Standard: C-2 Communicate in</p>	<p>Literacy</p> <p>Personalized Learning</p> <p>Accountability</p>	<p>10</p>	

	<p>Sheets (MSDS) C-6.2 Read chemical, product, and equipment labels to determine appropriate health and safety considerations C-6.3 Identify, describe and demonstrate personal, shop and job site safety practices and procedures C-6.4 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-6.5 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics C-6.6 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-6.7 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom C-6.8 Describe safety practices and procedures to be followed when working with and around electricity C-6.9 Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling C-6.10 Demonstrate proper workspace cleaning procedures</p> <p>Standard: C-7 Demonstrate responses to situations that threaten health and safety C-7.1 Illustrate First Aid</p>			<p>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</p> <p>Leadership: Group Skills</p> <p>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</p>	<p>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</p> <p>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</p>			
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	<p>procedures for potential injuries and other health concerns in the occupational area</p> <p>C-7.2 Describe the importance of emergency preparedness and an emergency action plan</p> <p>C-7.3 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures</p> <p>C-7.4 Identify practices used to avoid accidents</p> <p>C-7.5 Identify and describe fire protection, precautions and response procedures</p> <p>C-7.6 Discuss the role of the individual and the company/organization in ensuring workplace safety</p> <p>C-7.7 Discuss ways to identify and prevent workplace/school violence</p> <p>Standard: A-5 Legal and Ethical Issues</p> <p>A-5.1 Invasion of Privacy</p> <p>A-5.2 Access Restrictions and Rights</p> <p>A-5.3 Libel and Slander</p> <p>A-5.4 Copyright</p> <p>A-5.5 Talent and Location Releases</p> <p>A-5.6 The Fair Use Act</p> <p>A-5.7 Public Domain</p> <p>A-5.8 Securing Rights to Music</p> <p>A-8 Video and Audio for the Internet</p> <p>A-8.1 Pod casting formats</p> <p>A-8.2 Streaming live video</p> <p>A-8.3 Video posting websites</p> <p>A-8.4 Export protocols</p> <p>A-8.5 Internet terminology</p> <p>A-8.6 File size and compression</p>			<p>influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed</p> <p>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</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings</p> <p><u>Leadership:</u></p> <p><u>Community and Career Skills</u></p> <p>3.1 The student will analyze the roles and responsibilities of citizenship</p> <p>3.2 The student will demonstrate social responsibility in family, community, and business and industry</p> <p>3.3 The student will understand their role, participate in and evaluate community service and service learning activities</p> <p>3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life</p> <p>3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and</p>	<p>of individual and teamwork approaches of problem solving</p> <p>C-3.3 Describe methods of researching and validating reliable information relevant to the problem</p> <p>C-3.4 Explain strategies used to formulate ideas, proposals and solutions to problems</p> <p>C-3.5 Select potential solutions based on reasoned criteria</p> <p>C-3.6 Implement and evaluate solution(s)</p> <p>Standard: C-4 Demonstrate positive work behaviors C</p> <p>C-4.1 Identify time management and task prioritization skills</p> <p>C-4.2 Explain the importance of following workplace etiquette/protocol</p> <p>C-4.3 Demonstrate willingness to learn and further develop skills</p> <p>C-4.4 Demonstrate self-management skills</p> <p>C-4.5 List causes of stress and effective stress management techniques</p>			
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				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				
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Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Advanced Video <i>(Work is individualized throughout the year while students work on multiple projects at a time)</i></p> <p>Practices covered are; Advanced Camera Techniques, Advanced Editing, Advanced Audio, Advanced Lighting, Advanced Scriptwriting, Producing Techniques, Advanced Multi-Camera Production</p> <p>Types of projects: News shows (live & taped) Multi-camera event coverage</p> <p>District, school, teacher requested projects</p> <p>Film/video festivals</p> <p>Community projects</p> <p>Personal student projects</p>	<p>Standard: C-9 Production Overview 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</p> <p>Standard: C-11 Lens Operation and Control C-11.8 Focusing/Follow Focus/Rack Focus C-11.9 Macro Focus</p> <p>Standard: C-12 Camera Operation and Control C-12.1 Imaging Device C-12.2 Video Resolution C-12.3 Camera Mounts and Tripod C-12.4 Camera Pan Heads C-12.6 Color Balancing/ White Balancing C-12.7 Shutter Speed C-12.10 Viewfinder</p> <p>Standard: C-12 Camera Operation and Control C-12.5 Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal C-12.11 Camera Safe Areas</p> <p>Standard: C-13 Composition 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</p>	<p>Reading EALRs: EALR 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.</p> <p>Science EALRs: 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</p>	<p>Reading EALRs: 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> <p>Communication EALRs: 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.</p> <p>Math EALRs: 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>	<p>SkillsUSA (River, Fort, Bay Skyview)</p>	<p>C-1 Develop employability skills to secure and keep employment in chosen field</p> <p>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)</p> <p>Standard: C-2 Communicate in</p>	<p>Literacy</p> <p>Personalized Learning</p> <p>Accountability</p>	<p>180</p>	<p>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, students will learn about the principles and practices involved in producing a creative, studio or EFP, multi-camera production. This unit will provide each student with an understanding of the entire Hollywood, production process and give students an opportunity to produce, write, direct or edit a video/film.</p>

	<p>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</p> <p>Standard: C-15 Audio 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-15.15 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,</p>	<p>systems.</p> <p>2. Inquiry: The student knows and applies the scientific ideas, skills, processes of investigation, and the nature of science.</p> <p>2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.</p> <p>1.2.1 Describe the function of a system's parts or subsystems.</p> <p>Explain inputs, outputs, transfers, transformations, and feedback of matter, energy, and information in a system.</p> <p>Explain the interconnections between a system's parts or subsystems.</p> <p>Analyze how systems function, including the inputs, outputs, transfers, transformations, and feedback of a system and its subsystems.</p> <p>2.1.1 Generate a new question that can be investigated with the same materials and/or data as a given investigation.</p> <p>Generate questions, and critique whether questions can be answered through scientific investigations.</p> <p>Understand how to generate and evaluate questions that can be answered through scientific investigations.</p> <p>Communication EALR's 1. The student uses listening and</p>			<p>multiple modes to address needs within the career and technical field</p> <p>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</p> <p>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</p>			
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	<p>Editing and Playback C-15.22 Production Communication Systems</p> <p>Standard: C-17 Video Editing 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</p> <p>Standard: A-1 Studio Production 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</p> <p>Standard: C-18 Graphics C-18.1 Titling C-18.2 Character Generator</p> <p>Standard: C-14 Video Lighting C-14.1 Light Coherence C-14.2 Hard Light C-14.3 Soft Light</p>	<p>observation skills and strategies to gain understanding.</p> <p>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.</p> <p>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.</p> <p>Math EALRs EALR 1: The student understands and applies the concepts and procedures of mathematics.</p> <p>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.</p> <p>EALR 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</p>			<p>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)</p> <p>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</p>			
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	<p>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</p> <p>Standard: A-7 Video Short Film Style Production A-7.4 Scriptwriting A-7.5 Script Terms and Abbreviations A-4.1 Subject Matter A-4.3 Demographics and Audience</p> <p>Standard: C-9 Production Overview C-9.2 Production overview C-9.5 Scripts C-9.6 Scriptwriting Guidelines</p> <p>Standard: A-2 Remotes 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-2.8 Film-Style Dramatic Production</p>	<p>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.</p> <p>Writing EALR EALR 1: The student understands and uses a writing process.</p> <p>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.</p> <p>EALR 2: The student writes in a variety of forms for different audiences and purposes.</p> <p>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.</p> <p>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.</p> <p>EALR 4: The student analyzes and evaluates the</p>						
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	<p>Standard: A-3 News Production 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</p> <p>Standard: A-4 Documentary Production A-4.1 Subject Matter A-4.2 Documentaries that Changed Thinking A-4.3 Demographics and Audience</p> <p>Standard: A-5 Legal and Ethical Issues 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</p> <p>Standard: A-6 Institutional Video A-6.1 Public Relations Video A-6.2 Marketing Video A-6.3 Instructional Videos A-6.4 Presentation Formats 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</p> <p>A-8 Video and Audio for the Internet</p>	<p>effectiveness of written work.</p> <p>4.1 - Analyzes and evaluate others' and own writing. 4.2 - Sets goals for improvement.</p> <p>Arts EALRs 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> <p>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 Reflect for the purpose of elaboration and self-evaluation. Refine work based on feedback. Present work to others.</p> <p>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.</p>						
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	<p>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</p>	<p>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.</p> <p>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.</p> <p>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</p>						
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Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning/GLE Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>3rd year Special Projects <i>(Work is individualized throughout the year while students work on multiple projects at a time)</i></p> <p>Practices covered are; Advanced Camera Techniques, Advanced Editing, Advanced Audio, Advanced Lighting, Advanced Scriptwriting, Producing Techniques, Advanced Multi-Camera Production</p> <p>Types of projects: News shows (live & taped) Multi-camera event coverage</p> <p>District, school, teacher requested projects</p> <p>Film/video festivals</p> <p>Community projects</p> <p>Personal student projects</p>	<p>Standard: C-9 Production Overview 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</p> <p>Standard: C-11 Lens Operation and Control C-11.8 Focusing/Follow Focus/Rack Focus C-11.9 Macro Focus</p> <p>Standard: C-12 Camera Operation and Control C-12.1 Imaging Device C-12.2 Video Resolution C-12.3 Camera Mounts and Tripod C-12.4 Camera Pan Heads C-12.6 Color Balancing/ White Balancing C-12.7 Shutter Speed C-12.10 Viewfinder</p> <p>Standard: C-12 Camera Operation and Control C-12.5 Basic Camera Moves Pan/Tilt/Dolly/Truck/ Pedestal C-12.11 Camera Safe Areas</p> <p>Standard: C-13 Composition C-13.1 Form vs. Content C-13.3 Defining Composition C-13.4 Static Composition</p>	<p>Reading EALRs: EALR 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.</p> <p>Science EALRs: 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.</p> <p>1.2 Structures: Understand how components, structures, organizations, and interconnections describe</p>	<p>Reading EALRs: 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> <p>Communication EALRs: 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.</p> <p>Math EALRs: 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>	<p>SkillsUSA</p>	<p>C-1 Develop employability skills to secure and keep employment in chosen field</p> <p>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)</p> <p>Standard: C-2 Communicate in</p>	<p>Literacy</p> <p>Personalized Learning</p> <p>Accountability</p>	<p>180</p>	<p>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, students will learn about the principles and practices involved in producing a creative, studio or EFP, multi- camera production. This unit will provide each student with an understanding of the entire Hollywood, production process and give students an opportunity to produce, write, direct or edit a video/ film.</p>

	<p>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</p> <p>Standard: C-15 Audio 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\</p>	<p>systems.</p> <p>2. Inquiry: The student knows and applies the scientific ideas, skills, processes of investigation, and the nature of science.</p> <p>2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.</p> <p>1.2.1 Describe the function of a system's parts or subsystems.</p> <p>Explain inputs, outputs, transfers, transformations, and feedback of matter, energy, and information in a system.</p> <p>Explain the interconnections between a system's parts or subsystems.</p> <p>Analyze how systems function, including the inputs, outputs, transfers, transformations, and feedback of a system and its subsystems.</p> <p>2.1.1 Generate a new question that can be investigated with the same materials and/or data as a given investigation.</p> <p>Generate questions, and critique whether questions can be answered through scientific investigations.</p> <p>Understand how to generate and evaluate questions that can be answered through scientific investigations.</p> <p>Communication EALR's 1. The student uses listening and</p>			<p>multiple modes to address needs within the career and technical field</p> <p>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</p> <p>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</p>			
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	<p>C-15.20 Using Audio From PA Systems C-15.21 Audio Recording, Editing and Playback C-15.22 Production Communication Systems</p> <p>Standard: C-17 Video Editing 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</p> <p>Standard: A-1 Studio Production 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</p> <p>Standard: C-18 Graphics C-18.1 Titling C-18.2 Character Generator</p>	<p>observation skills and strategies to gain understanding.</p> <p>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.</p> <p>2.The student uses communication skills and strategies to interact/work effectively with others.</p> <p>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.</p> <p>Math EALRs EALR 1: The student understands and applies the concepts and procedures of mathematics.</p> <p>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.</p> <p>EALR 2: The student uses mathematics to define and solve problems.</p> <p>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</p>			<p>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)</p> <p>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</p>			
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	<p>Standard: C-14 Video Lighting 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</p> <p>Standard: A-7 Video Short Film Style Production A-7.4 Scriptwriting A-7.5 Script Terms and Abbreviations A-4.1 Subject Matter A-4.3 Demographics and Audience</p> <p>Standard: C-9 Production Overview C-9.2 Production overview C-9.5 Scripts C-9.6 Scriptwriting Guidelines</p> <p>Standard: A-2 Remotes A-2.1 Location Survey A-2.2 Camera Positions A-2.3 On-Location Audio A-2.4 Lighting</p>	<p>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.</p> <p>Writing EALR EALR 1: The student understands and uses a writing process.</p> <p>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.</p> <p>EALR 2: The student writes in a variety of forms for different audiences and purposes.</p> <p>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.</p> <p>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.</p> <p>EALR 4: The student analyzes and evaluates the</p>						
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	<p>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 Film-Style Dramatic Production</p> <p>Standard: A-3 News Production 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</p> <p>Standard: A-4 Documentary Production A-4.1 Subject Matter A-4.2 Documentaries that Changed Thinking A-4.3 Demographics and Audience</p> <p>Standard: A-5 Legal and Ethical Issues 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</p> <p>Standard: A-6 Institutional Video</p>	<p>effectiveness of written work.</p> <p>4.1 - Analyzes and evaluate others' and own writing. 4.2 - Sets goals for improvement.</p> <p>Arts EALRs 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> <p>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 Reflect for the purpose of elaboration and self-evaluation. Refine work based on feedback. Present work to others.</p> <p>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.</p>						
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	<p>A-6.1 Public Relations Video A-6.2 Marketing Video A-6.3 Instructional Videos A-6.4 Presentation Formats 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</p> <p>A-8 Video and Audio for the Internet 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</p>	<p>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.</p> <p>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.</p> <p>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</p>						
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