ESCONDIDO UNION HIGH SCHOOL DISTRICT

Film/Video Production

Approved by the Board of Education on December 14, 2021
Mission and Vision

We relentlessly pursue, with optimism, equitable support for all students to navigate a changing world by providing rigorous and relevant learning experiences that strengthen their capacity as

- Open-minded and invested collaborators;
- Effective and thoughtful communicators;
- Resourceful and creative problem solvers;
- Curious and analytical critical thinkers;
- Informed and compassionate community members.

EUHSD curriculum identifies what students should know and be able to do by grade level in a comprehensive, standards-based course of study. Curriculum may be updated, as needed, based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum contains the following information:

- **Course Description** – provides a description of the overarching content and goals of the course and is used in the Course Catalog.
- **Course Information** – provides information specific to length of course, course number, transcript abbreviation, credits earned.
- **Course Requirements** – provides information specific to credits, prerequisites, UC/CSU requirements, and grade level of the course.
- **Course Material(s)** – Instructional materials used in course.
- **Scope and Sequence** – provides the standards-based units of instruction including the Learning Objective and Sample Performance Tasks and Assessments.

To ensure all courses empower every student, specifically emerging multilingual students, to graduate prepared for college, career, and life, all EUHSD courses will:

- Incorporate the English Language Development state standards adopted by the CA Department of Education in 2012. Visit the following website to learn more about the new descriptors and corresponding standards: [https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- Highlight specific strategies designed to meet the needs of emerging multilingual students as outlined in the 2014 CA Department of Education ELA-ELD Framework and the 2017 CA EL Roadmap. Visit the following URL to learn more about the new Frameworks: [https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf) . To learn more about the CA EL Roadmap, visit the following website: [https://www.cde.ca.gov/sp/el/rm/](https://www.cde.ca.gov/sp/el/rm/)

Escondido Union High School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, pregnancy, marital or parental status or association with a person or group with one or more of these actual or perceived characteristics.

Dr. Courtney Goode, Assistant Superintendent of Human Resources, Equity and Title IX Compliance Officer

302 N. Midway Drive, Escondido, CA 92027
**Course Description**

Film/Video Production provides introductory training in video production and media analysis and is designed to introduce students to media, film and video production tools, techniques, and software applications. Students will gain experience in storyboarding, video script writing, field videography, editing, and production terms. By producing short film projects, students will learn how to use video production equipment to express their creativity and demonstrate their acquired skills. Students will also explore the history of film and television and analyze various media sources for creativity and content. Additionally, students will become aware of the many job opportunities in the field of film and video production. Competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards which are embedded with The California Arts Standards for Media Arts. This is the first course in a pathway of courses designed to engage students and develop college and career readiness skills within the Arts, Media, and Entertainment Industry Sector.

**Course Information**

| Semester A: | Course Number: | 4126 | Transcript Abbreviation: | FILM/VID PROD A (P) | Credits: | 5 | Weighted: | No |
| Semester B: | Course Number: | 4127 | Transcript Abbreviation: | FILM/VID PROD B (P) | Credits: | 5 | Weighted: | No |

**Course Requirements**

| Length of Course: | Yearlong | Course Learning Environment: | Classroom Based | Type of Grade: | Letter Grade |
| Grade Level: | 9-12 | Course Repeatable: | No | Maximum Credits, if Repeatable: | N/A |
| Course Type: | College Prep | CTE/Designated College Prep: | Yes | CTE Course Level: | Concentrator |
| Meets EUHSD Graduation Requirement: | Fine Arts or Designated College Prep/CTE or Elective | Pathway: | Design, Visual, and Media Arts – Film/Video Production (Sub-Pathway) |
| Meets UC/CSU Requirement: | F: Visual and Performing Arts | UC Honors Designation: | No |
| Required Prerequisite(s): | None |
| Recommended Prerequisite(s): | None |

**Course Material(s)**

- Filmmaker IQ – [www.filmmakeriq.com](http://www.filmmakeriq.com) (Supplemental)
- Philip Bloom – [http://www.philipbloom.net](http://www.philipbloom.net) (Supplemental)

**Standards**

CTE Anchor Standards, Arts, Media, and Entertainment – Production and Managerial Arts Pathway Standards and California Arts Standards for Media Arts (VAPA Standards)
### Unit 1: Introduction to Media Production

#### Unit Description
In this unit, students will develop their visual perceptual skills and visual arts vocabulary by identifying and applying the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art including their own. Students will analyze and discuss how the artistic use of film elements serves to increase dramatic effect or convey the message or theme of a film. Students will explore a variety of film and television genres and how each genre uses distinct production elements. Students will examine contemporary trends in video/film production and explore career opportunities in the field of media production. Additionally, students will be introduced to their digital portfolio. In this yearlong assignment, students will create a digital resume and promotional materials, design and provide a list of equipment needed for a professional and a consumer digital workstation and document their production work and other activities.

#### Unit Outline

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<tr>
<th>Standards</th>
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<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>The students will...</td>
<td>1. How does understanding the history of filmmaking affect the current film industry?</td>
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</tbody>
</table>
| - **Language Standard:** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ([CCSS.ELA-LITERACY.L.11-12.6](#)) | • recognize that the history of film is relevant when studying current film trends.  
• identify different careers in the film industry. | 2. What careers in film are available and what training might a person need to hold that position? |
| - **Speaking and Listening Standard:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. ([CCSS.ELA-LITERACY.SL.11-12.2](#)) | | |
| **Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:** | | |
| - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. | | |

#### Sample Performance Tasks/Assessments
- **Film Noir:** Students will develop a concept for a film in a genre known as Film Noir and pitch their idea to a film production studio (their peers). Working in small groups, students will research this style of filmmaking characterized by such elements as cynical heroes and stark lighting effects. Their pitch must include an explanation of Film Noir, a synopsis of their film, and an original movie poster (either hand drawn, or computer generated). Peers will ask questions about their ideas, and using a rubric, determine if the film will be made or not.
- **Careers in Media Production:** Students will research and analyze the various job classifications within the media production industry and consider the pros and cons of the role, certification and education level required, compensation, companies who are hiring, and watch videos of individuals who work in the various career opportunities. Students will design a career pathway that includes the skills, certifications, and education required to pursue their specific media production career, develop a presentation, and present their findings to their peers in a multimedia format.
• 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
• 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

**AME Production and Managerial Arts Pathway Standards:**
- C3.1 Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), post production, etc.
- C4.2 Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production.

**California Arts Standards for Media Arts:**
- Prof.MA:Re7 a. Analyze and describe the qualities of and relationships between the components, content, and intentions of various media artworks.
- Prof.MA:Re7 b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

• **History of Digital Media:** Students will create a timeline of digital media history explaining how each event on the timeline has impacted media as it stands in present day.
In this unit, students will examine the elements of DSLR filmmaking. Students will explore a variety of camera shot types including wide shot, close up, and extreme close up. Students will explore different types of camera movement, including panning, tilting, and dolly zoom. Students will learn and apply the different functions of the DSLR camera including aperture, shutter speed, ISO, white balance, and frame rate. Additionally, students will learn about tripods, camera stabilizers, and various other rigs, and employ the appropriate use of lights and microphones. Students will also explore how to properly storyboard a short film and manipulate a camcorder to record shots on videotape.

### Common Core State Standards English Language Arts & Literacy:
- **Writing Standard:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. (CCSS.ELA-LITERACY.W.11-12.6)
- **Writing Standard:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-LITERACY.W.11-12.7)

### Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:
- 4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

### Sample Performance Tasks/Assessments

- **26 Shots:** Students will work in small groups and film 26 shots with the subject of each shot represented by a different letter of the alphabet (ex: a shot of someone's arms for the letter A). Students will begin this assignment by storyboarding their shots prior to filming. Students are required to use a variety of different basic shooting techniques at least once, as well as keep an eye for correct visual composition, use correct slating production procedure (“roll camera" to "action"), and use equipment safety. The class will then watch a selection of shots from each student group and conduct a peer review of production procedure, correct shot identification, and shot composition. Students will also do a self and peer assessment of their own and other groups effort and understanding.

- **59 Second Video:** Students will prepare a storyboard that depicts a 59 second scene from their Film Noir assignment and then film it in one continuous shot. Students will script clear and detailed instructions for the roles and requirements of the cast and crew during filming. Students will present the recorded video to an audience of their peers. Student learning will be assessed using a grading rubric that includes proficient use of equipment, mastery of skills, and development of story. Finally, students discuss their challenges and successes in small groups, write a reflection on their experience, and upload it to their portfolio.

- **Storyboarding:** Working collaboratively in small groups, students will create a storyboard for a short film. Students will develop a sketch of 5-7 scenes that outline the main sequence of events in the plot of their film. Students will then develop a
• 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

**AME Production and Managerial Arts Pathway Standards:**

- C2.1 Analyze the production sequence involved in creating a media based or live performance production.
- C2.2 Produce a production flow chart for a live theatrical or media-based production.
- C4.2 Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production.

**California Arts Standards for Media Arts:**

- Prof.MA:Pr5 a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
- Prof.MA:Pr5 b. Develop and refine a determined range of creative and innovative abilities, such as applications of tools, risk taking, and design thinking, in addressing identified challenges and constraints within and through media arts productions.

script to match their storyboard using the approved script format. Students will display their storyboards and groups will rotate around the classroom completing a storyboard observation guide that analyzes an audience member’s ability to correctly determine the plot and theme of a film from the storyboard.
## Unit 3: Basic Editing Techniques

### Unit Description
In this unit, students will learn how to import content into the computer and use non-linear editing software to trim and arrange their clips in a meaningful way. When satisfied with the sequencing, students will then learn how to add effects and color grade their productions. They will also discover the importance of sound design, the use of ADR (Additional Dialogue Replacement), and the value a score can add to their production.

### Unit Outline

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<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>The students will...</td>
<td>1. Why is editing and collaboration important in storytelling?</td>
</tr>
<tr>
<td>• <strong>Writing Standard:</strong> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. (CCSS.ELA-LITERACY.W.11-12.6)</td>
<td>• utilize the benefits of team collaboration, editing, and imagination to tell a story.</td>
<td>2. How can photos and video tell the same story differently?</td>
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<tr>
<td>• <strong>Speaking and Listening Standard:</strong> Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. (CCSS.ELA-LITERACY.SL.11-12.1.B)</td>
<td>• understand that photo and video skills are interrelated, but very different.</td>
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<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</strong></td>
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<tr>
<td>• 4.1 Use electronic reference materials to gather information and produce products and services.</td>
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<td>• 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.</td>
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<td>• 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.</td>
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<tr>
<td>• 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.</td>
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<tr>
<td>• 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.</td>
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### Sample Performance Tasks/Assessments
- **26 Shots – Part 2:** Students will edit their previous 26 shots assignment beginning with an assemble edit of the letters in order, to the final cut with added transitions, letter graphics, sound, and music. Student work will be peer assessed using a rubric for editing techniques.
- **26 Shots – Part 3 Peer Editing:** Students will work in teams to edit another team’s project. Each member of the team will be given a primary role (one will deal with cutting picture, another sound design/editing, another compositing, another music). Students will learn how a filmed narrative is primarily shaped in the editing room and may discover that their original film ideas have gained more resonance as a result of the peer editing process.
- **90 Second Video:** In small groups, students will create a 90 second video of a chase scene that takes place in three different locations around the school campus. Students will develop an understanding of how the finished scene will look by creating a storyboard, shot list, and script prior to filming. Students will edit their videos individually adding at least two different selections of music and incorporating at least 30 shots. Students will present their videos in class for peer review.
- 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

**AME Production and Managerial Arts Pathway Standards:**
- C1.4 Apply safety related decision making and problem-solving techniques to live, recorded, or multimedia generated production.
- C2.3 Plan one technical component of a production from design to performance.
- C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.

**California Arts Standards for Media Arts:**
- Prof.MA:Cr3 a. Implement production processes, making artistically deliberate choices in content, technique, and style in media arts productions, demonstrating understanding of associated aesthetic principles, such as emphasis and tone.
- Prof.MA:Cr3 b. Refine media artworks, honing aesthetic quality and stylistic elements towards intentional expression and purpose.
- Prof.MA:Pr4 Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience and experiential design.
Unit 4: Intermediate Production Techniques

Unit Description
In this unit, students will be introduced to intermediate camera and editing techniques and build their knowledge and skills in compositing. Students will explore the history and theory of art and film while also learning about camera movement and how to better apply graphics and post-production visuals to their work. Students will also build their skills in post-production workflow as they learn how to work between non-linear editing and compositing software related to both video and audio. Students will also further develop their knowledge and skills in working with the camera, audio, lighting equipment, manual exposure, lighting techniques, and audio production.

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<tr>
<td>Common Core State Standards English Language Arts &amp; Literacy:</td>
<td>The students will...</td>
<td>1. What role do commercials and music videos have in our society?</td>
</tr>
<tr>
<td>Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-LITERACY.L.9-10, CCSS.ELA-LITERACY.L.11-12.6)</td>
<td>• demonstrate that commercials are a gateway into telling more complex stories.</td>
<td>2. How are commercials and videos used to influence people’s decisions?</td>
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<tr>
<td>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</td>
<td>• create a commercial and music videos to convey an individual message.</td>
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<tr>
<td>2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.</td>
<td>Sample Performance Tasks/Assessments</td>
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<tr>
<td>2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</td>
<td>• Commercial: Students will create a 30-60 second commercial that promotes the reasons why prospective students should attend their high school. Students will work in small groups and plan their commercial from concept to the final product in an effort to communicate the desired message. Students will apply audio, lighting, and camera techniques, and use post production techniques when creating their final product.</td>
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<td>11.0 Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.</td>
<td>• Lyric Video: In small groups students will create a lyric music video that they will plan, shoot, and edit to match the beat and mood of their song, while also adding lyrics and other visual effects through the use of compositing software. All the elements will be brought together in a non-linear editor. Students will then export the video with the correct settings for the appropriate medium. Students will present their videos in class for peer review.</td>
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<tr>
<td>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom</td>
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- Instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

**AME Production and Managerial Arts Pathway Standards:**

- C5.2 Plan the general coordination of various elements in a project or production.
- C6.1 Design a production flow chart identifying chain of responsibility for a specific type of arts, media, and entertainment production.

**California Arts Standards for Media Arts:**

- Prof.MA:Pr4 Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience and experiential design.
- Prof.MA:Pr5 a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
**Unit 5: Film History and Classic Scene**

**Unit Description**

In this unit, students will investigate the significant historical events in the video/film production industry including an analysis of how each event in time has impacted media as it stands in present day. Students will explore the history of film guided by the following questions: How do we talk about film as art? What type of vocabulary might we use? How is it different from other types of art? When we talk about a famous artist’s work how is that different from talking about our own/peers’ work? Additionally, students will research the films and life of a director of their choice and use the information to write a biography about the director. Students will be guided by the following questions - What are some recurring themes used by the director? - How did the events of the time affect/influence the director’s work? - and cite examples from the films in support of their claims.

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<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>The students will...</td>
<td>1. What does it mean to be an ethical creator of media?</td>
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<tr>
<td>• Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-LITERACY.W.11-12.7)</td>
<td>• understand that media is influenced by the people who make it and the time it is made in.</td>
<td>2. How do historical/current events shape how events are portrayed in media?</td>
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<tr>
<td>• Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (CCSS.ELA-LITERACY.RST.11-12.4)</td>
<td>• recognize the importance of being able to delineate between fact and fiction when creating media.</td>
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<tr>
<td>• Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.9-10, CCSS.ELA-LITERACY.SL.11-12.1)</td>
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<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</strong></td>
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<tr>
<td>• 1.0 Analyze and apply appropriate academic standards required for successful industry sector pathway</td>
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**Sample Performance Tasks/Assessments**

- **Research on a Major Historical or Cultural Shift in Motion Pictures:** Students will conduct research on a major historical or cultural shift in motion pictures within the previous 100 years. They will identify three major films that either influenced that event or were influenced by that event. Students will identify the major technology used to produce each video/film, the guiding influence behind each production, and develop a cultural and historical analysis of each film. Based on evidence gained from their research, they will develop and support a thesis statement identifying whether films and the film industry shape historical and popular culture, or whether history and popular culture shape the film industry.

- **Fact vs. Fiction:** Students will compare and contrast the film version of an event to the actual events on which it is based. Students will differentiate elements based on factual accounts from elements based on interpretation. In addition, students will judge how much alteration to the historical narrative is justified in order to produce a good film or TV show, as opposed to what need not have been altered. Students will watch the film and then research and select appropriate historical readings that present information on the same event. Finally, students will write a 3-page essay that compares and contrasts the film with the historical readings.
completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

**AME Production and Managerial Arts Pathway Standards:**

- C2.1 Analyze the production sequence involved in creating a media based or live performance production.

**California Arts Standards for Media Arts:**

- Prof.MA:Re7 a. Analyze and describe the qualities of and relationships between the components, content, and intentions of various media artworks.
- Prof.MA:Re7 b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.
- Acc.MA:Re8 Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
## Unit Description

In this unit, students will explore those elements of news media that focus on delivering news to the general public or a target audience, including broadcast news and the Internet, and its role in communities and how it can contribute to social and community change. Students will learn the production methodologies behind news broadcasts and productions, including journalistic writing and production. Students will also explore personnel positions and techniques for live and taped news broadcasts and collaborate to produce a relevant news broadcast.

### Unit Outline

**Standards**

**English Language Arts & Literacy:**
- **Language Standard:** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-LITERACY.L.9-10, CCSS.ELA-LITERACY.L.11-12.6)
- **Speaking and Listening Standard:** Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. (CCSS.ELA-LITERACY.SL.11-12.1.B)
- **Writing Standard:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELA-LITERACY.W.11-12.6)

**Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:**
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

**Learning Objectives**

The students will:
- understand that creating a news story is a complex procedure.
- recognize the importance of reporting the news in a realistic and reliable fashion.

**Essential Questions**

1. What are the necessary components of a successful news story?
2. How can students identify newsworthy events on their campus?

### Sample Performance Tasks/Assessments

- **News Segment:** Students will produce a prerecorded news segment to air during their schools live daily broadcast to the campus. The news segment will include a clear purpose, interviews, voice over, and b-roll footage in the style most commonly seen on the evening news. Students will choose a topic that is timely and relevant to the school community. During the process of creating their news segment, students will participate in a midway critique where they will present their current progress. Students will provide and receive feedback that will then inform the remainder of the production process.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.

**AME Production and Managerial Arts Pathway Standards:**
- C1.3 Demonstrate understanding of safe workplace practices, including tool safety, rigging, electrical, and construction safety and awareness of hazardous materials in the workplace.
- C3.1 Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), post production, etc.
- C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.

**California Arts Standards for Media Arts:**
- Prof.MA:Cr2 Apply aesthetic criteria in developing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- Prof.MA:Pr4 Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience and experiential design.
<table>
<thead>
<tr>
<th><strong>Unit Description</strong></th>
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<td>In this unit, students will complete two short film productions. In the first production, students will create a documentary about the history of filmmaking that focuses on the impact of a key filmmaker whose impact helped shape the history of film. In the second production, students will explore the elements needed to successfully develop an original idea into a narrative story, develop three-dimensional characters, write a screenplay, and produce a videotaped scene. The project, an original interrogation scene, allows for a simple two-character scene in a simple setting, but also provides opportunities for creativity in their writing, cinematography, lighting, and production design to create mystery, suspense and dramatic tension.</td>
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<th><strong>Unit Outline</strong></th>
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<tr>
<td><strong>Standards</strong></td>
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<td>Common Core State Standards English Language Arts &amp; Literacy:</td>
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<td>• Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS.ELA-LITERACY.SL.11-12.2)</td>
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<td>• Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.9-10, CCSS.ELA-LITERACY.SL.11-12.1)</td>
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<tr>
<td>• Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. (CCSS.ELA-LITERACY.SL.11-12.1.D)</td>
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<td>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</td>
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<tr>
<td>• 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</td>
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- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.

**AME Production and Managerial Arts Pathway Standards:**
- C2.1 Analyze the production sequence involved in creating a media based or live performance production.
- C5.2 Plan the general coordination of various elements in a project or production.
- C6.1 Design a production flow chart identifying chain of responsibility for a specific type of arts, media, and entertainment production.

**California Arts Standards for Media Arts:**
- Prof.MA:Cr3 a. Implement production processes, making artistically deliberate choices in content, technique, and style in media arts productions, demonstrating understanding of associated aesthetic principles, such as emphasis and tone.
- Prof.MA:Cr3 b. Refine media artworks, honing aesthetic quality and stylistic elements towards intentional expression and purpose.
- Prof.MA:Pr5 a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and
fulfilling specified roles in the production of a variety of media artworks.

- Prof.MA:Pr5 b. Develop and refine a determined range of creative and innovative abilities, such as applications of tools, risk taking, and design thinking, in addressing identified challenges and constraints within and through media arts productions.