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
Office: (760) 291-3281, Email: cgoode@euhsd.org
### Course Description

This course will focus on the various multimedia production elements and techniques required to produce a high-quality narrative podcast. Learners will explore: the foundational elements of art, the craft of research and story development, sound design and production, voice technique development and voiceover, and marketing and monetization. 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

<table>
<thead>
<tr>
<th>Semester A</th>
<th>Course Number: 6470</th>
<th>Transcript Abbreviation: PODCASTING A (P)</th>
<th>Credits: 5</th>
<th>Weighted: No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester B</td>
<td>Course Number: 6471</td>
<td>Transcript Abbreviation: PODCASTING B (P)</td>
<td>Credits: 5</td>
<td>Weighted: No</td>
</tr>
</tbody>
</table>

### Course Requirements

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>Yearlong</th>
<th>Course Learning Environment: Classroom Based</th>
<th>Type of Grade: Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>9-12</td>
<td>Course Repeatable: No</td>
<td>Maximum Credits, if Repeatable: N/A</td>
</tr>
<tr>
<td>Course Type:</td>
<td>College Prep</td>
<td>CTE/Designated College Prep: Yes</td>
<td>CTE Course Level: Concentrator</td>
</tr>
</tbody>
</table>

- Meets EUHSD Graduation Requirement: Fine Arts or Designated College Prep/CTE or Elective
- Pathway: Production and Managerial Arts Pathway-Multimedia 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)

- This course uses Open Educational Resources (OERs) in order to access current digital libraries that are pivoting rapidly to industry needs.

### Standards

Common Core State Standards English Language Arts & Literacy, California Department of Education Career Technical Education Arts, Media, and Entertainment Knowledge and Performance Anchor Standards, CTE Arts, Media and Entertainment – Production and Managerial Arts Pathway Standards and California Arts Standards for Media Arts (VAPA Standards)
## Unit 1: Introduction and Orientation

### Unit Description
During this unit, students will be introduced to the objectives of the course, course content, student and teacher expectations, facilities, safety procedures, policies, studio protocols, industry standards, and career opportunities.

### Unit Outline

<table>
<thead>
<tr>
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<th>Essential Questions</th>
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<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>Students will…</td>
<td>1. How can students be successful in this course? 2. How does this course relate to my future career opportunities?</td>
</tr>
<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>
<td>- understand the rules and expectations of the class. - familiarize themselves with facilities, safety procedures, policies, protocols, and standards for the course. - consider an array of career opportunities in this field.</td>
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</tr>
<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</strong></td>
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</tr>
<tr>
<td>- 1.0 Academics: Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. - 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. - 7.4 Practice time management and efficiency to fulfill responsibilities. - 7.5 Apply high-quality techniques to product or presentation design and development.</td>
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</tr>
<tr>
<td><strong>AME Production and Managerial Arts Pathway Standards:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 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.</td>
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</tr>
</tbody>
</table>

Sample Performance Tasks/Assessments:
- The students will be introduced to the course syllabus and major objectives. Students and the instructor will review the individual and group evaluation procedures, rubrics, and rubric development. Discussions will be held to address how the course relates to furthering their education within the CSU and UC systems.
- Students will create a poster/presentation about studio protocols.
- C5.1 Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.

**California Arts Standards for Media Arts:**
- Prof.MA:Cr1: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
## Unit 2: Understanding Media

### Unit Description
Students will explore the evolving nature of media technology and the development of various platforms for mass communications. Students will be introduced to audio and video editing programs such as Pro-Tools, Final Cut Pro X, etc. and specialized equipment (such as mixers, cameras, lighting, and recorders) that are essential to the industry, and understand when different technological platforms can complement each other.

### Unit Outline

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<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>Students will…</td>
<td>1. How can stories be relayed in an ethical manner?</td>
</tr>
</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)  
● 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) | ● recognize the ways that media plays an important role in the way we view our society and world.  
● demonstrate understanding of the importance of choosing the correct kind of media when publishing a story. | 2. How does the history of media influence the current media outlets? |

| Sample Performance Tasks/Assessments |  |
|-------------------------------------|  |
| ● Students will research a specific form of media (such as newspaper, magazine, online news outlet, broadcast, or podcast) and create a timeline of the development of the medium. They will highlight the critical people and moments that advanced this specific communication platform, creating a clear connection from the birth of the medium to modern-day platforms for use. In conclusion, they will predict how it will further evolve and fit into the culture. |  |

### Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:
- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 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.
- 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.

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.
- 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.
- C6.1 Design a production flow chart identifying the chain of responsibility for a specific type of arts, media, and entertainment 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:Re8 Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.
- Prof.MA:Re9 Evaluate media artworks and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
## Unit Description

In this unit, students will gain a basic understanding of different types of podcast formats that are popular today. By listening to these common podcast formats (interviews, conversational, educational, solo-casts, non-fiction storytelling, and fiction storytelling - sometimes called podcast theatre), students will begin to learn the potential pros and cons of each type and analyze what is involved in creating each. Students will also learn some formulaic outlines for preparing different types of podcasts. Lastly, students will evaluate the appeal of the different types of podcasts and will identify the audiences being targeted by existing shows.

### Unit Outline

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<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>Students will…</td>
<td>1. How do podcasts cater to listeners to find the right audience? 2. What kind of podcast fits your personality and interests?</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>● identify the need for podcasts that vary by genre, topic, and audience. ● recognize the importance of identifying who will consume the podcast when creating content.</td>
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<tr>
<td>● <strong>Speaking and Listening Standard:</strong> 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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### Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:

- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.

### Sample Performance Tasks/Assessments

- **Podcast Breakdown Presentation:** Students will work together and break down three or more podcasts, selected based on low, moderate, and high number of listeners. The objective of this project is to help students realize the amount of podcast media that is out there and the impact they have on the nation and world, in addition to helping them develop the critical skills of comparing and contrasting the differences between the podcasts. Students will use the following question to frame their research: How has this particular podcast influenced society, history, and contemporary culture?
- **Students will pick multiple podcasts to analyze.** Students will create a presentation which highlights each podcast’s format, target demographics, types of advertisements, episode overview, promotional materials, and which includes a flowchart of all affiliates and subsidiaries.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

**AME Production and Managerial Arts Pathway Standards:**
- C2.1 Analyze the production sequence involved in creating a media based or live performance production.
- C4.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
- C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.
- C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.
- C5.1 Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.

**California Arts Standards for Media Arts:**
- Prof.MA:Re9 Evaluate media artworks and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- Prof.MA:Cn10 a. Access, evaluate, and integrate personal and external resources, such as interests, research, and cultural experiences, to inform the creation of original media artworks.
- Prof.MA:Cn11 a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.
### Unit 4: Understanding Signal Flow

#### Unit Description

Before students get their hands on the various audio, radio, and video technologies in the classroom, they will be introduced to the concept of audio signal flow. Students will be able to understand how audio signal flow travels in, through or out of both analog and digital radio/audio devices. In addition, students will also learn how to set up and configure various recording stations - simple and complex - so they can be prepared for various productions. Lastly, students will understand the importance of maintaining a safe, clean, and organized studio.

#### Unit Outline

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<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>Students will…</td>
<td>1. How do we hear sound?</td>
</tr>
</tbody>
</table>
| - 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](https://www.corestandards.org/ELA-Literacy/Standard/W.11-12.6)) | ● understand how audio signal flow is a foundational aspect of podcasting.  
● demonstrate how a pattern for audio signal flow can be mapped. | 2. How can sound be engineered to support and promote the overall message of the podcast? |

### Arts, Media, and Entertainment - Knowledge and Performance

**Anchor Standards:**

- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 10.0 Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

### Sample Performance Tasks/Assessments

- **Signal Flow Charts:** This activity consists of drawing lines - representing the path of audio/video signal flow - from one device to another. The goal is to send video signals from video cameras to various monitors, audio signals from microphones to mix boards, and record players to mix boards to speakers. Presented with various scenarios - based on the amount of cables they have - students will need to decide how the signal flows from one device to another to make the equipment work correctly.
● 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.
● C1.4 Apply safety related decision making and problem-solving techniques to live, recorded, or multimedia generated production.
● C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.
● C5.1 Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.
● C5.2 Plan the general coordination of various elements in a project or production.

**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.
● 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.
## Unit 5: Inquiry and Research/Podcast Creation

### Unit Description

In the beginning of this unit, students will determine the groups they will work in, then collaborate to choose a topic for the podcast they are going to produce. Each group will work with the instructor to determine the pathway for how they are going to become informed enough about their topic to produce a credible podcast. This research will include reading extensively about their topic, listening to podcasts related to their topic, and investigating other multimedia resources. Students will write reflective responses about their sources, focusing primarily on how this information can be used in the creation of their group’s original podcast. Each group member will have their own specific research direction and will collaborate with other team members to teach them what they have learned and what might be important to the final project.

This unit is the culmination of the work that will be produced for this course: students will work to produce an original podcast on a topic of their choosing. Students will be responsible for writing original content, conducting interviews, and synthesizing their research to create a cohesive, engaging podcast. Throughout this unit, students will learn interview techniques and will work in collaboration to learn more about recording and editing, vocal techniques, and the incorporation of vocal loops and music to create mood. While creating the podcast, students will focus on rhetorical choices made in their writing such as diction, narrative structure, voice, and tone. Learners will demonstrate their learning by taking part in an end-of-semester project that incorporates all of the learned skills. The production will be presented to a “real world” audience.

In this unit, students will also create a logo for their podcast with the knowledge that this logo will be created for a variety of distribution models. The logo will be created using a variety of processes including hand drawing, digitizing, and vectoring of the final image.

### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>Students will...</td>
<td>1. What amount of research is needed to deeply understand a topic?</td>
</tr>
<tr>
<td></td>
<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. (<a href="#">CCSS.ELA-LITERACY.W.11-12.7</a>)</td>
<td>● utilize a variety of research tools to gain insight about one component in creating a podcast.</td>
</tr>
<tr>
<td></td>
<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. (<a href="#">CCSS.ELA-LITERACY.SL.11-12.1.D</a>)</td>
<td>● demonstrate the ability to fact-check information found on the internet.</td>
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<td>● identify a current issue that would be a good topic for a podcast.</td>
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<td>● produce thumbnail sketches of logos for their podcast and then create vectors of their final logos using drawing software.</td>
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</table>

### Sample Performance Tasks/Assessments

- Research Skills: Students will learn basic research skills, learn the importance of checking sources, and understand the foundations of ethical reporting. Working in small groups, students will begin the process
### Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:
- 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.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.
- 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:
- C2.2 Produce a production flow chart for a live theatrical or media-based production.
- 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.
- C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.

Students will choose a topic and the lens through which they will present the topic.

- **NPR Student Podcast Challenge:** Students will research a topic to create a podcast for [NPR’s Student Podcast Challenge](http://www.npr.org/students) contest. Submissions can be about any topic, though the following prompts are offered as suggestions:
  - Tell us a story about your school or community: about something that happened there – recently or in the past — that you want your audience to know about.
  - What is a moment in history that all students should learn about? Show us both sides of a debate about an issue that’s important to you.
  - What do you want to change about the world? What’s a big change that you want to make in the future? Explain something to us that kids understand, and grownups don’t.

Students will study podcast logos for the podcasts the class has become familiar with and discuss if, how, and why each one supports the content of the podcast.

Students will design a logo for the podcast that they would like to create, making a minimum of 3 concept sketches. Afterwards, students will present their final logo drawing. They will apply appropriate application of copyright, fair use, and/or Creative Commons while working on this assignment. Students will pay attention to design elements such as shape and color, typography and font, mood, and representation of podcast content.
- C5.2 Plan the general coordination of various elements in a project or 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.
- ACC.MA:Cr3  a. Effectively implement production processes, artistically crafting and integrating content, technique, and stylistic conventions in media arts productions, demonstrating understanding of associated aesthetic principles, such as consistency and juxtaposition.
- ACC.MA:Cr3  b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, audiences, and contexts.
Unit 6: Desktop Production and Editing

Unit Description
Once students understand how a show is created, they will be introduced to the equipment (microphones, cables, mix boards, etc.) and software (Pro-Tools, Logic Pro, etc.) we have in the classroom and begin producing their own content. Through various projects throughout the unit, students will be able to produce high-quality, meaningful work that establishes links to acknowledge cultural and artistic traditions in radio music and sound. Students will acquire the technical skills – an understanding of analog and digital recording, mixing and mastering, overdubbing, effects, microphone techniques, transitioning, and media/music management.

Unit Outline

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<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></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>Students will…</td>
<td>1. What would your “dream” podcast be?</td>
</tr>
<tr>
<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>
<td>● collaborate with peers to create content for a radio show.</td>
<td>2. What steps do students need to take in order to create a successful podcast?</td>
</tr>
<tr>
<td>● 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)</td>
<td>● collate usable playlists, scripts, and other audience appropriate content.</td>
<td>3. Why is it important to understand all the fundamentals of editing podcast content?</td>
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**Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:**

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<th>Sample Performance Tasks/Assessments</th>
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<tr>
<td>● 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</td>
<td>● Pre-Production Radio Show Project (group or solo project): Working together in a group (no more than 4) or solo, students will produce a 3 to 8-minute podcast for the NPR Student Podcast Challenge. Students will conceptualize their show, write outlines of the shows' scripts, establish an overarching theme, and name the show. This process highlights the problem-solving needed to design and plan a radio broadcast/podcast.</td>
</tr>
<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>
<td>● Podcast Production Project (group or solo project): This project is key to the introduction of audio editing fundamentals such as: Setting up recording tracks and multi-tracking</td>
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<tr>
<td>● 3.3 Explore how information and communication technologies are used in career planning and decision making.</td>
<td>Audio rubber-banding</td>
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<tr>
<td>● 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.</td>
<td>Fading</td>
</tr>
<tr>
<td></td>
<td>Editing and Cutting</td>
</tr>
</tbody>
</table>
● 6.6 Maintain a safe and healthful working environment.

● 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

● 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.

● 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

● 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 career technical student organizations.

● 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom 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:
● 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.

● C3.0 Analyze and differentiate the function of the various members of a production team.

● C3.1 Identify the skills and competencies of the various members of a production team including producer, production manager,

Moving tracks/sequences
Dynamics and EQ
Fixing mistakes
Correcting timing/durations
Editing pitch
Cut / Copy / Paste operations (Hot Keys)
Adding effects to vocal and other tracks
Mixing and automating

Working in either a group or by themselves, students will record the radio show they produced in Unit 5. This seemingly simple task challenges students to utilize all of their audio editing skills and knowledge of equipment and software.
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.
- C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.
- C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.
- C5.1 Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.
- C5.2 Plan the general coordination of various elements in a project or production.

**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: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.
- **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.
## Unit 7: Introduction to Video Production

### Unit Description

Students will be trained to demonstrate the fundamentals of camera setup and operation. They will be exposed to tripods and other mounting devices, and how to properly use them. Focus will be placed on functionality, basic maintenance, proper storage, and safety usage. Students will be taught how to properly format and eject a memory card, how to prolong the length of camera battery operations, and how to protect camera body parts from potential wear, tear, and damage. Students will learn how to skillfully use video recording equipment and the basic tools in video editing software. Students will learn to identify and implement a variety of camera shot types, angles, perspectives, and movements for film/video production.

Students will learn about the different types of camera lenses, including prime and zoom lenses. How to properly set exposure in the camera will be discussed, with special focus on the three aspects of the Exposure Triangle: aperture, shutter speed, and ISO. Students will learn about the basic elements of three-point lighting and how to evaluate a scene for lighting. Students will learn the differences associated with color temperature, hard light v. soft light (quality), the importance of white balancing, and how to control light intensity. They will also be introduced to different forms of diffusion, including lighting gels, scrims, reflectors, and flags. Lighting safety practices will be reviewed, particularly in the area of cable and fire safety. Different types of stands and lighting support will also be introduced. Students will learn how a microphone records sound, the different types of pick-up patterns, and how to select a particular type of microphone for recording. Students will learn these skills through hands-on activities such as broadcasting and streaming equipment and create storyboards for video production.

### Unit Outline

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<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong>&lt;br&gt;- 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>Students will…&lt;br&gt;- properly attach a camera to a tripod, shoulder mount, slider, and other mounting devices.&lt;br&gt;- adjust focus using manual focus settings.&lt;br&gt;- cover a basic scene using a variety of camera angles and placements.&lt;br&gt;- adjust the intensity, quality, and color temperature of the light.&lt;br&gt;- demonstrate proper safety practices when handling and operating lights.&lt;br&gt;- set-up and use a microphone to record quality audio.&lt;br&gt;- choose a type of microphone to meet production needs.</td>
<td>1. How can a competent production team effectively develop and communicate a story?&lt;br&gt;2. How can camera techniques influence the viewer?&lt;br&gt;3. How can visual language affect the perception of the viewer?</td>
</tr>
<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</strong>&lt;br&gt;- 8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.&lt;br&gt;- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.&lt;br&gt;- 8.5 Analyze organizational culture and practices within the workplace environment.&lt;br&gt;- 8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.&lt;br&gt;- 11.0 Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and</td>
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performance indicators in classroom, laboratory, and workplace settings, and through the career technical student organizations.

- **11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom 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:
- **C2.2** Produce a production flow chart for a live theatrical or media-based production.
- **C2.3** Plan one technical component of a production from design to performance.
- **C4.1** Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
- **C6.3** Design a promotional packet demonstrating knowledge of promotional.
- **C6.4** Create a promotional example using electronic media.

### 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: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: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>Sample Performance Tasks/Assessments</th>
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<tbody>
<tr>
<td>- Students will learn to identify the various components of cameras and necessary accessories. Students will be able to assemble and disassemble camera kits to use equipment in a variety of settings.</td>
</tr>
<tr>
<td>- Students will demonstrate the proper set-up, operation, and break down of various types of camera support devices. They will film a project based on the different types of shots, angles, and camera movements to represent a chosen location.</td>
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<tr>
<td>- Using their “Passion Podcast” idea, students will produce storyboards, production plans, scripts and proposals just as they would in the workplace. Students will create a project based on a given script, setting the exposure for their projects using a given exposure log document.</td>
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</tbody>
</table>
### Unit 8: Passion Podcast Video Production

#### Unit Description
Students are introduced to project planning techniques that can help to streamline the film/video production process, including basics of a shot list, storyboard, and screenplay. Emphasis is placed on how to correctly format each of these documents, and what should and should not be included. Once the storyboard is completed, students will use the storyboard that they created in the last unit to write and record their “Passion Podcast.”

#### Unit Outline

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></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)  
• 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) | Students will…  
• demonstrate how stories can be enhanced using planning and storyboarding.  
• write a progressive scene for a video related to their “Passion Podcast.”  
• use video and other platforms to promote their podcast concept. | 1. In which ways can video be used to support the message of the “Passion Podcast?”  
2. What is being accomplished in the community when an artistic product is created?  
3. How can a cooperative team produce a more effective video than an individual? |
| **Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:** | | |
| • 2.2 Identify barriers to accurate and appropriate communication.  
• 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.  
• 7.3 Understand the need to adapt to changing and varied roles and responsibilities.  
• 7.5 Apply high-quality techniques to product or presentation design and development.  
• 10.0 Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6) | | |

#### Sample Performance Tasks/Assessments
- Students will create a basic plot for a short podcast video. Using the storyboard concept, students will create a visual progression of the story that they will be filming. Students will work in groups to design the mood, draw the progression, and plan the camera angles for this short film. Students will reverse-engineer their storyboard into a 5 to 10-minute screenplay, focusing on scene headings, actions, characters, and dialogue. Students will create a flowing dialogue that meets the purpose of the podcast genre.  
- Students will create a 5 to 10-minute short film on their “Passion Podcast” topic, with emphasis placed on camera work, shot framing, proper exposure, lighting techniques, quality sound design, and editing skills.
10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

**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.
- C2.3 Plan one technical component of a production from design to performance.
- C3.1 Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), post production, etc.
- C4.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
- C4.2 Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production.
- C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.
- C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.
- C4.5 Create a call sheet for equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.
- C5.1 Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.
- C5.2 Plan the general coordination of various elements in a project or production.

**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: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: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:Re7 b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.
## Unit Description

In this unit, students will be introduced to the editing process and terminology. Students will compare and contrast two different edits to determine characteristics of a quality edit. Students will also be introduced to editing terminology and basic tools of editing using Adobe Premiere Pro or other similar editing software. Students will combine all the audio and video elements in video editing software, in preparation to present their videos to the class.

## Unit Outline

### Common Core State 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.11-12.6)
- **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)

### Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:
- 2.2 Identify barriers to accurate and appropriate communication.
- 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.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 10.0 Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will…</td>
<td>1. How can the use of video enhance the information produced in a podcast?</td>
</tr>
<tr>
<td>• demonstrate acquired skills in the making of a short film project.</td>
<td>2. How can good audio/video techniques communicate an idea and point of view to an audience?</td>
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<tr>
<td>• utilize a variety of video editing tools to create a professional product.</td>
<td>3. What editing skills are necessary to create a professional product that meets the needs of consumers?</td>
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<tr>
<td>• listen to instructor feedback to edit and revise the final product.</td>
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</table>

### Sample Performance Tasks/Assessments

- Students will edit their “Passion Podcast” video using the footage shot in the last unit, syncing both the video and audio footage together.
- Students will edit their 5 to 10-minute “Passion Podcast” video, with emphasis placed on camera work, shot framing, proper exposure, lighting techniques, quality sound design, and editing skills.
10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

**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.
- C4.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
- C4.2 Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production.
- C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.
- C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.
- C5.1 Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.
- C5.2 Plan the general coordination of various elements in a project or production.

**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: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: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.Re7 b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.
Unit 10: Podcast Review

Unit Description
Upon completion of the “Passion Podcast” Video Project, students will deliver the project to the instructor in a designated film format. Students will then critique the work of other students in the class on the various topics throughout the Introductory course level.

Unit Outline

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance</strong></td>
<td>Students will…</td>
<td>1. What questions would you ask listeners in order to improve your product?</td>
</tr>
<tr>
<td><strong>Anchor Standards:</strong></td>
<td>● collaborate with peers to create a product that resonates with a wide audience.</td>
<td>2. How is feedback important to the success of an artistic product?</td>
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<tr>
<td>● 11.0 Demonstrate and apply the knowledge and skills contained in the</td>
<td>● critique students' work, taking into consideration skills acquired throughout the</td>
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<tr>
<td>Arts, Media, and Entertainment anchor standards, pathway standards, and</td>
<td>year.</td>
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<tr>
<td>performance indicators in classroom, laboratory, and workplace settings,</td>
<td>● engage in meaningful conversations related to coursework.</td>
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<td>and through the career technical student organizations.</td>
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<td>● 11.1 Utilize work-based/workplace learning experiences to demonstrate</td>
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<td>and expand upon knowledge and skills gained during classroom instruction</td>
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<td>and laboratory practices specific to the Arts, Media, and Entertainment</td>
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<td>sector program of study.</td>
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<td><strong>AME Production and Managerial Arts Pathway Standards:</strong></td>
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<tr>
<td>● C2.1 Analyze the production sequence involved in creating a media based</td>
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<td>or live performance production.</td>
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<td>● C4.3 Identify the responsibilities and activities associated with the</td>
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<td>preproduction, production, and post-production of a creative project.</td>
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<td>● C6.4 Create a promotional example using electronic media.</td>
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<td>● C7.4 Understand the role of audience and market research in promotional</td>
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<td>planning.</td>
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<td>● C7.5 Understand the components of marketing campaigns for live and</td>
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<td>media-based productions, including advertising in both traditional and</td>
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<td>social media.</td>
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<td><strong>California Arts Standards for Media Arts:</strong></td>
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<tr>
<td>● Prof.MA:Re7 a. Analyze and describe the qualities of and relationships</td>
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<td>between the components, content, and intentions of various media artworks.</td>
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</table>

Sample Performance Tasks/Assessments
- Students will listen to and provide feedback on technical aspects of the audio and visuals plus submit reviews (like those found on Apple Podcasts, etc.) for peers’ podcasts.
- Using a rubric designed by the instructor, students will critique each other’s short film project, writing up a review that shows their understanding of the skills they have acquired in the class.
- Prof.MA:Re7 b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.
- Acc.MA:Re9 Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.
- Acc.MA:Cn10 b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, in addition to reflecting and forming cultural experiences, such as new connections between themes and ideas, and personal influence.