Film & Video Production
Course Outline

Course Description

Film/Video Production teaches the foundations of cinematic storytelling for the big and small screen. Students will develop their visual skills through training and practice in camera operating, video editing, video composition, screenwriting, lighting and audio equipment operation. Students work in teams to create a wide variety of video projects in a fast paced exciting hands-on environment. Through targeted film screenings and group discussions, students will analyze the language of cinematic communication. Emphasis will be placed on the technological, scientific and historical underpinnings of all core cinematic disciplines of writing, cinematography, sound and lighting.

Course Details

Length of Program and Academic Credits Earned: Year-long 3 hour course = 519 hours total (~261/semester) 30 total units (15/semester): ● 20 non-a–g elective credits (10/semester) ● 10 UC a–g "f" fine arts credits (5/semester) **Pre-Requisites:** ● High School Junior or Senior, or 16 years or older ● Art, keyboarding, computer skills, photography, multimedia recommended	**CTE Classification:** ● **Industry Sector:** Arts/Media Entertainment ● **Industry Pathway:** Media and Design Arts, Performing Arts, Production and Managerial Arts, Graphic Arts Technology, Integrated Graphics Technology ● **CA Basic Education Data System (CBEDS) Code:** 5716
Work-Based Learning: ● Authentic, experiential projects on campus may be available to students meeting certain criteria	**Certifications & State Tests:** ● SVCTE Certificate of Completion awarded with "C" or better average for both semesters.

Silicon Valley Career Technical Education

Possible Education & Career Pathways

For more career information: www.onetonline.org

College & Career Pathways:	Career Opportunities	O*NET Codes
Post-Secondary: Students with a high school diploma and having successfully completed this course have a number of entry-level career opportunities, as well as continuing their education.	• Production Assistant • Videographer • Audio Visual Tech	27-4031.00 27-4031.00 27-4011.00
Continuing Education: Including Community College, Training Programs, Certifications, etc: • Multimedia • Photography • Video Production • Filmmaking	• Camera Operators: Television, Video, Motion Picture • Film & Video Editor • Producers and Directors • Program Directors • Technical Directors/Managers • Directors - Stage, Motion Pictures, Television • Broadcast Technicians • Audio and Video Equipment Technicians • Sound Engineering Technicians	27-2012.00 27-4032.00 27-2012.00 27-2012.03 27-2012.05 27-2012.02 27-4012.00 27-4011.00 27-4014.00
University Majors & Degrees: • BA - Communication Design • BA - Radio, Broadcast, Film • BA - Video Production • BA - Film Production	• Producers and Directors • Program Directors • Technical Directors/Managers • Directors - Stage, Motion Pictures, Television • Broadcast Technicians • Audio and Video Equipment Technicians • Sound Engineering Technicians	27-2012.00 27-2012.03 27-2012.05 27-2012.02 27-4012.00 27-4011.00 27-4014.00

Post-Baccalaureate Degrees	● Producers and Directors	27-2012.00
● MA - Screenwriting	● Program Directors	27-2012.03
● MFA - FIlm Production	● Technical Directors/Managers	27-2012.05
● MFA - Cinematography	● Directors - Stage, Motion Pictures, Television	27-2012.02
● MFA - Film Directing		
● MFA - Photography		

Ongoing Unit: Career Readiness & Professionalism   12 hours

Students will develop personal and professional skills in the classroom that will transfer to the workplace.

- Time management and organization
- Interpersonal skills
- Work with a variety of technology
- Creative thinking and problem solving
- Job search skills including: resume, job applications and effective interview skills

Standards Alignments:
CCSS: LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
✓ **Key Assignment:** Video Project Pitch - Students will participate in pitching their project ideas to a panel of industry professionals, peers and instructors to increase their communication, interpersonal, creativity and professionalism skill-sets. **Assessment:** rubric, observation of role playing, peer and self- assessment	1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 5.0
✓ **Key Assignment:** Cover Letter/Resume - Students will prepare a portfolio including a cover letter and resume through workshop, self- and peer- editing, teacher instruction and demonstration. **Assessment:** rubric, observation, peer and self- assessment	1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0
✓ **Key Assignment:** Reel/Portfolio Website - Students will create and edit a video that summarizes their best work produced during the year. Students will craft a professional website that showcases their best films created throughout the year. **Assessment:** rubric, grading form sheet, final video reel, portfolio website	1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0

Unit 1: Course Introduction/Set Safety/Digital Citizenship   37 hours

Students will learn class rules, procedures and guidelines that will adequately prepare them for the rigors of life in the classroom and on set.

- Introduction to course
- Intro to student blogging
- Set safety & etiquette
- Digital literacy & citizenship

Standards Alignments:
CCSS: LS 11-12.1; **RSIT** 11-12.4
NGSS: SEP 8; **CC** 2

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
✓ **Key Assignment:** Mobile Short Videos - Students will work in groups to craft two short videos on a mobile device around proper set etiquette, one showing responsible digital literacy and demonstrating citizenship. **Assessment:** group critique, rubric	2.0, 4.0, 5.0, 7.0, 8.0 9.0, 10.0	A 8.0, C 1.0
✓ **Key Assignment:** Video Vlog – Students will create a short biographical introduction video of themselves with their smartphone outlining their interests, goals and dreams. **Assessment:** group critique, rubric	2.0, 4.0, 5.0, 7.0, 8.0 9.0, 10.0	A 5.0, A 7.0, A 8.0

Unit 2: The Production Process   75 hours

Students will be exposed to the breath of the industry and the variety of careers available in production. A review of key positions in the film and broadcast industry will map out different career paths that can be pursued. The industry standard production process will be surveyed, discussed, practiced and repeated going forward with all future projects.

- Peer critique and creative input
- Survey of production sectors and set jobs
- Survey of the production process
- Employability and professionalism on set
- Pitching stories and greenlighting
- Entry level career: the production assistant
- Introduction to the story arc

Standards Alignments:
CCSS: LS 11-12.6
NGSS: SEP 8; **CC** 6

Key Assignments	CTE Anchor	CTE Pathway

	Standards	Standards
✓ **Key Assignment:** Mobile Film - Working in collaborative groups, students will write a short script then shoot/edit an entire short film entirely on their smartphone. Emphasis will be placed on creating short stories that are appropriate for the format. Students will demonstrate their knowledge by crafting industry standard pre-production paperwork, scripts and storyboards. **Assessment:** instructor & peer critique, rough cut, written outline, script	2.0 ,4.0, 5.0, 7.0, 8.0 9.0, 10.0	A 8.0, C 2.0, C 3.0, C 4.0

Unit 3: Introduction To Editing   80 hours

Students will learn the basics of editing theory, principle and technology. Students will learn the basic building blocks of editing including transitions and techniques. Students will learn the operation of industry standard video editing software. Emphasis will be placed on learning the craft of montage and continuity editing.

- The basics of editing theory
- Montage theory
- Continuity editing theory
- Editing transitions
- Importing/logging footage
- Exporting video
- Introduction to Adobe Premiere Pro

Standards Alignments:
CCSS: WS 11-12.6; **RSIT** 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7; **AD** 12.8, 12.9, 12.10; **US** 11.5; **WH** 10.11
NGSS: ETS 2

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
✓ **Key Assignment:** Continuity Edit – Students will be provided footage to edit together to create a continuous continuity edit. **Assessment:** instructor & peer critique, rubric	2.0, 5.0, 4.0, 7.0, 8.0, 10.0	A 8.0, C 6.0
✓ **Key Assignment:** Montage Edit – Students will utilize the concepts of montage theory to select a song and images to edit together into a montage. **Assessment:** instructor & peer critique, rubric	2.0, 5.0, 4.0, 7.0, 8.0 10.0, 11.0	A 8.0, C 6.0
✓ **Key Assignment:** Story Edit - Students will use provided footage to learn how to operate Premiere Pro and edit a coherent story. **Assessment:** instructor & peer critique, rubric	2.0, 5.0, 4.0, 7.0, 8.0 10.0, 11.0	A 8.0, B 8.0, B 9.0, C 6.0,

Unit 4: Introduction To The Camera/Principles Of Composition — 60 hours

Students will learn about the operation and setup of tripods and cameras. They will also be introduced to the basic visual aesthetics of camera framing, angles and perspectives.
- Introduction to the camera and tripod
- Camera framing and angles
- Cinematic movement and space
- Scriptwriting for nonfiction video

Standards Alignments:
CCSS: WS 11-12.6; **SLS** 11-12.1b; **G-CO** 1, **G-CO** 4
NGSS: SEP 5; **CC** 3

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
✓ **Key Assignment:** Video Scavenger Hunt – Students will be provided a list of shots to capture. Using a professional grade camera, students will shoot, import and edit a short video demonstrating proper technique. **Assessment:** instructor & peer critique, rubric, practical test	2.0, 4.0, 5.0, 9.0, 10.0	A 1.0, A 4.0, A 8.0
✓ **Key Assignment:** PSA Project - Students will create a 30 second public service announcement for a local non profit in the county. Students will interview clients, assess client needs and produce the service announcement on an issue of local importance. Students will demonstrate their knowledge by crafting industry standard pre-production paperwork, scripts and storyboards. **Assessment:** instructor & peer critique, rubric, practical test, client input and feedback	2.0, 4.0, 5.0, 9.0, 10.0	A 8.0, B 8.0, B 9.0
✓ **Key Assignment:** Once More, With Movement! – Students will create a 2 to 3 minute film using a limited list of shots incorporating and practicing basic camera movements and aesthetics to include: zoom, pan, tilt, dolly, truck, pedestal, rack focus. Students will demonstrate their knowledge by crafting industry standard pre-production paperwork, scripts and storyboards. **Assessment:** instructor & peer critique, rubric, practical test	2.0, 4.0, 5.0, 9.0, 10.0	A 1.0, A 4.0, A 8.0, B 8.0, B 9.0

Unit 5: History Of Early Cinema   60 hours

Students will learn about the history of the motion image from the dawn of human history until the 1920's. The precursors of the motion picture, photography and early cinema pioneers will be explored. Emphasis will be placed on scientific breakthroughs in engineering, chemistry and aesthetics.

- Prehistory of the moving image
- Investigation of the scientific principles of photography and the moving image
- The origins of the motion picture
- Early cinema pioneers
- The industry's move to Hollywood
- The birth of the studio system and the silent film industry

Standards Alignments:
CCSS: RHSS 12.1, 12.2, 12.3, 12.4,12.5, 12.6, 12.7; **RSL** 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10; **AD** 12.8, 12.9, 12.10; **US** 11.5; **WH** 10.11
NGSS: SEP 3,8; **ETS** 1 2; **CC** 6;

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
✓ **Key Assignment:** A Silent Film Homage – Using visual effects, green screen, costumes and props, students will be assigned a silent filmmaker then craft a story and film that pays homage to their style and sensibilities while producing a film that is historically accurate. Students will demonstrate their knowledge by crafting industry standard pre-production paperwork, scripts and storyboards. **Assessment:** instructor & peer critique, rubric, practical test	2.0, 4.0, 5.0, 9.0, 10.0	A 1.0, A 3.0, A 8.0, B 1.0, B 2.0, B 8.0, B 9.0

Unit 6: Sound For The Screen   75 hours

Students will be introduced to the art and science of recording, sound design, and scoring. Students will learn how to record clear dialog, perform foley sound recording and operate audio recording equipment. The history and principles of sound will be investigated.

- The physics and principles of sound
- Sound quality, perception and the human ear
- The history of sound in the movies
- Operating sound recording equipment
- Recording for the camera
- Audio in post production
- Operating industry standard audio post production software

Standards Alignments:
CCSS: LS 11-12.6; **WS** 11-12.6; **US** 11.5; **WH** 10.11

NGSS: PS 4; **ETS** 1, 2; **CC** 5

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
✓ **Key Assignment:** Sound is Half the Picture – SFX Assignment – Students will be provided a clip from the film "Metropolis" and will create the entire soundscape of the film using recorded Foley work and SFX libraries found online. **Assessment:** instructor & peer critique, rubric, practical test	2.0, 5.0, 4.0, 7.0, 8.0 9.0, 10.0	A 3.0, A 8.0, B 1.0, B 2.0, B 8.0, B 9.0
✓ **Key Assignment:** Music Video – Students will select a song and create a music video with images that correspond to the video's mood. They must shoot at least 1 minute of a lip sync performance on the stage. Emphasis will be placed on shooting images that match the mood of the music. **Assessment:** instructor & peer critique, rubric, practical test	2.0, 5.0, 4.0, 7.0, 8.0 9.0, 10.0, 11.0	A 2.0, A 8.0, B 1.0, B 2.0, B 6.0, B 8.0, B 9.0

Unit 7: Storytelling   60 hours

Students will learn the format and conceptualization of pitch, logline, paradigm, outline and screenplay. The hero's journey (monomyth) and archetypes will be presented and investigated. Students will take their knowledge of storytelling and apply it to this progressive framework in order to build complete stories.

- Story structure and elements
- Story analysis
- Narrative screenwriting

- Elements of drama
- Character development
- Elements of drama

- 3-act story structure
- The hero's journey
- Jungian archetypes
- Writing dialog for the screen

Standards Alignments:
CCSS: LS 12.1, 12.2, 12.3, 12.4, 12.5, 12.6; **RSL** 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10; **RSIT** 12.1 , 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8
NGSS: SEP 3, 8; **CC** 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
✓ **Key Assignment:** Hero's Journey Screenplay - All students will write/pre-produce a short film project from story conception to final short screenplay using the "Hero's Journey" story arc. Final scripts will be evaluated, discussed and voted on for final production later in the year.	1.0, 2.0, 5.0, 4.0, 7.0, 8.0 9.0, 10.0, 11.0	A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0

Assessment: instructor & peer critique, rubric, practical test		
✓ **Key Assignment:** Hero's Journey Storyboard - On paper, students will render a storyboard for their hero's short film project. Students will utilize the mobile application, Cinemek Storyboard, to create an animatic of the story. The students will have the opportunity to share their work with their classmates for instructor and peer critique. **Assessment:** instructor & peer critique, rubric, practical test	1.0, 2.0, 5.0, 4.0, 7.0, 8.0 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0

Unit 8: Documentary Film   60 hours

Students will explore documentary film and how to tell a nonfiction story for the screen. Students will also learn the craft of lighting for interviews, shooting B-roll and A-B roll editing.

- The origins of non-fiction film
- The elements of documentary filmmaking
- Shaping reality, bias and propaganda

- Interview lighting
- Shooting B-roll
- A-B roll editing for nonfiction

Standards Alignments:
CCSS: LS 11-12.6; **WS** 11-12.7; **AD** 12.8, 12.9, 12.10; **WH** 10.11
NGSS: ETS 1, 2

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
✓ **Key Assignment:** Documentary short film – Students will produce a documentary based on a course on campus. Students will work with the course instructor as their client to craft a film that promotes the course's offerings and benefits. Emphasis will be placed on collecting properly lit interviews and B-Roll. **Assessment:** instructor & peer critique, rubric, practical test	1.0, 2.0, 5.0, 4.0, 7.0, 8.0 9.0, 10.0, 11.0	A 6.0, A 8.0, B 1.0, B 2.0, B 6.0, B 8.0, B 9.0

Instructional Materials

Textbooks:	Electronic Media/Supplemental Print Materials/ Online Resources:

Moving Images: Making Movies 1st edition
    Carl Casinghino – Delmar Cengage Learning © 2011
    ISBN: 978-1-4354-8585-3
 	
Video Basics 7 3rd edition
    Herbert Zetti – Wadsworth Cengage Learning © 2013
    ISBN: 978-1-111-34446-7
 	
The Shut Up and Shoot Documentary Guide 2nd edition
    Anthony Artis – Focal Press Taylor & Francis © 2007
    ISBN: 978-0-240-82415-4
	• Selected relevant film screenings
	• Course blog: svctevideofilm.blogspot.com
	• Industry standard blogs and appropriate web resources
	• Cinemek Storybook

Standards Assessed in this Course

CTE Anchor Standards

1.0   Academics: Academics standards are aligned to pathways; see below.

2.0   Communications: Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0   Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0   Technology: Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0   Problem Solving and Critical Thinking: Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0   Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0	Responsibility and Flexibility: Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.
8.0	Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
9.0	Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.
10.0	Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Arts/Media Entertainment Sector — Media and Design Arts Pathway

A 1.0 | **Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.**

A1.1	View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
A1.2	Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
A1.3	Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.
A1.4	Select industry-specific works and analyze the intent of the work and the appropriate use of media.
A1.5	Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.
A1.6	Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
A1.7	Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
A1.8	Compare how distortion is used in a variety of media to modify the message being communicated.
A1.9	Analyze the material used by a given artist and describe how its use influences the meaning of the work.

A 2.0 | **Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.**

A2.1	Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
A2.2	Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
A2.3	Apply refined observation and drawing skills to solve an industry-relevant problem.
A2.4	Use visual metaphors in creating an artistic product.
A2.5	Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
A2.6	Create an artistic product that involves the effective use of the elements of art and the principles of design.
A2.7	Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

A2.8	Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.	
A2.9	Create a multimedia work of art that demonstrates knowledge of media and technology skills.	
A 3.0	**Analyze and assess the impact of history and culture on the development of professional arts and media products.**	
A3.1	Identify and describe the role and influence of new technologies on contemporary arts industry.	
A3.2	Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.	
A3.3	Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.	
A3.4	Identify art in international industry and discuss ways in which the work reflects cultural perspective.	
A3.5	Analyze similarities and differences of purpose in art created in culturally diverse industry applications.	
A3.6	Investigate and discuss universal concepts expressed in visual media products from diverse cultures.	
A 4.0	**Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.**	
A4.1	Develop written consumer assessment rubrics for separate, industry-specific art products.	
A4.2	Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).	
A4.3	Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.	
A4.4	Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.	
A4.5	Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.	
A4.6	Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.	
A 5.0	**Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.**	
A5.1	Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.	
A5.2	Explore the role of art and design across various industry sectors and content areas.	
A5.3	Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.	
A5.4	Predict how changes in technology might change the role and function of the visual arts in the workplace.	
A5.5	Create a commercial artistic product that communicates a cross-cultural or universal theme.	
A5.6	Prepare portfolios of original art created for a variety of purposes and commercial applications.	
A5.7	Synthesize traditional artwork and new technologies to design an artistic product to be used by a specific industry.	

A 6.0   **Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.**

A6.1   Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

A6.2   Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

A6.3   Debate the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).

A 7.0   **Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.**

A7.1   Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

A7.2   Use language in natural, fresh, and vivid ways to establish a specific tone.

A7.3   Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

A7.4   Integrate databases, graphics, and spreadsheets into electronically processed documents.

A7.5   Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

A 8.0   **Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.**

A8.1   Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

A8.2   Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A8.3   Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A8.4   Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

A8.5   Differentiate writing processes, formats, and conventions used for various media.

A8.6   Analyze and assess technical support options related to various media and design arts.

A8.7   Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

Performing Arts Pathway Standards

B 3.0   **Observe, deconstruct, and analyze peer and professional theater, film, video, and electronic media and respond using the vocabulary of theater.**

B3.1   Identify the use of metaphor, subtext, and symbolic elements in text and performance of professional theatrical work (live or recorded).

B3.2   Research, analyze, and plan a theatrical performance (live or recorded) with the director, designer, or playwright.

B3.3   Create a product which assesses professional theater, film, and video performance products using the vocabulary of theater, such as genre, style, acting values, theme, and design.

B 6.0   **Apply skill and knowledge in acting, directing, design, and composition to create formal and informal (improvised) theater, film, video, and electronic media performances.**

B6.1   Demonstrate media appropriate acting choices using script analysis, character research, reflection, and revision in live and recorded performance applications.

B6.2   Use acting choices, such as script analysis, character research, reflection, and revision; and apply to a variety of professional settings.

B6.3   Create performance products applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

B6.4   Design, produce, or perform scenes applicable to a variety of professional settings and media applications.

B6.5   Improvise or write dialogues and scenes applying basic dramatic structure (exposition, complication, crises, climax, and resolution) appropriate to a variety of industry settings. B6.6 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of professional sources.

B 8.0   **Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production.**

B8.1   Critique discipline-specific professional works using the language and terminology specific to the discipline.

B8.2   Use selected criteria to compare, contrast, and assess various professional performance forms.

B8.3   Analyze the aesthetic principles that apply in a professional work designed for live performance, film, video, or live broadcast.

B8.4   Use complex evaluation criteria and terminology to compare and contrast a variety of genres of professional performance products.

B 9.0   **Explore the connection between artistic preparation and professional standards and practices.**

B9.1   Examine the training, education, and experience needed to pursue discipline-specific performance options.

B9.2   Demonstrate effective knowledge and skills with the audiovisual equipment and technology used in professional performance.

B9.3   Demonstrate entry-level competencies for a career in an artistic or technical field in the theatrical arts.

B9.4   Understand the technical aspects of lights, sound, properties, costumes, and makeup from the perspective of the professional performer.

B9.5	Contrast differing roles in professional skill sets of creators, performers, and others involved in the production and presentation of the performing arts.
B9.6	Create a career plan leading to professional performance in one of the performance disciplines.

Production and Managerial Arts Pathway Standards

C 2.0	**Understand the technical support functions and artistic competencies in film, video, and live production.**
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.

C 3.0	**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, director, assistant director, stage manager, production designer(s), post production, etc.

C 4.0	**Demonstrate key skills and an understanding of the complexities of production planning.**
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.

Common Core State Standards

Language Standards – LS (Standard Area, Grade Level, Standard #)

LS 11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LS 11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LS 11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LS 11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LS 11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LS 11-12.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Literature – RSL (Standard Area, Grade Level, Standard #)

RSL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RSL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RSL 11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

RSL 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RSL 11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RSL 11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RSL 11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RSL 11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RSL 11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text – RSIT (Standard Area, Grade Level, Standard #)

RSIT 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RSIT 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RSIT 11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RSIT 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10)

RSIT 11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RSIT 11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RSIT 11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RSIT 11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).

Reading Standards for Literacy in History/Social Sciences – RHSS (Standard Area, Grade Level, Standard #)

RHSS 11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RHSS 11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RHSS 11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RHSS 11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RHSS 11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RHSS 11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RHSS 11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Speaking & Listening Standards – SLS (Standard Area, Grade Level, Standard #)

| SLS 11-12.1.b | Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. |
| | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |

Writing Standards – WS (Standard Area, Grade Level, Standard #)

| WS 11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new A3.0, A5.0, A7.0 B3.0, B6.0 arguments or information. |

WS 11-12.7	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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Math Standards – Geometry – Congruence – G-CO (Standard Area, Grade Level, Standard #)

G-CO 11-12.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
G-CO 11-12.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

California History Social Science Standards

AD 12.8	Students evaluate and take and defend positions on the influence of the media on American political life.
AD 12.10	Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and
US 11.5	Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
WH 10.11	Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Next Generation Science Standards

Scientific and Engineering Practices

SEP 3	Planning and carrying out investigations
SEP 5	Using mathematics and computational thinking
SEP 8	Obtaining, evaluating, and communicating information

Disciplinary Core Ideas

PS 4	Waves and Their Applications in technologies for Information Transfer
ETS 1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
ETS 1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Crosscutting Concepts

CC 2.	Cause and effect: Mechanism and explanation
CC 3.	Scale, proportion, and quantity
CC 5.	Energy and matter: Flows, cycles, and conservation. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
CC 6.	Structure and function. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.