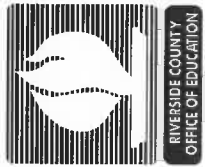


# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">CTE Digital Film Production III</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<b>Is this classified as a Career Technical Education course?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 2px; font-family: cursive;">           Single Subjects: Industrial Technology / Industrial Arts            Designated Subjects: Career Technical Education - Arts, Media, Entertainment         </div> <i>To be completed by Human Resources only.</i>	
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <span style="font-family: cursive; font-size: 1.2em;">Diego Lopez</span> <span style="font-size: 1.2em;">2/25/19</span> </div> <b>Signature</b> <span style="margin-left: 100px;"><b>Date</b></span>	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Was this course <u>previously approved by UC</u> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
<b>Submitted by: Dian Martin</b> <b>Site: Educational Services</b> <b>Date: 2/19/2019</b>		
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		3/5/19
Asst. Superintendent of Educational Services		3/6/19
Governing Board		



**Career Technical Education  
COURSE INSTRUCTIONAL PLAN**

**Course Information:**

Year: 1718

**Course Title:** RCOE Digital Film Production III  
**CTE Industry Sector - Primary:** Arts, Media and Entertainment  
**Career Pathway - Primary:** Design, Visual, and Media Arts  
**CTE Industry Sector - Secondary:**  
**Career Pathway - Secondary:**

**Course Level:**  Introductory  Concentration  Capstone

<b>Approved</b>						
<b>Course Hours:</b>	180	0	0	CVE	0	LAB 0

**Local Course Number:** 12745  
**Grade Level(s):** 11th, 12th  
**CBEDS Title:** Advanced Cinema/Film/Video Production  
**CBEDS Number:** 5717

**Transcript Title/Abbreviation/Code:**

**Prerequisite(s):** RCOE Digital Film Production Level I (Required)  
 RCOE Digital Film Production Level II (Required)

**Co-Requisite(s):**

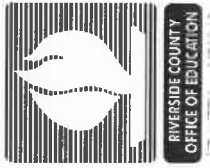
**Articulation Information:**

**A-G Information:** UC a-g Approved in category "g"

**Advisory Committee Meetings:** Industry sector advisory meets annually. Additional advisory meetings will be held on as needed basis.

**Occupations for Identified Pathway:**

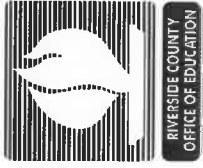
- 27-4032.00 Film and Video Editors
- 51-9151.00 Photographic Process Workers and Processing Machine
- 27-2012.00 Producers and Directors
- 27-2012.02 Directors- Stage, Motion Pictures, Television and Radio
- 27-4011.00 Audio and Video Equipment Technician



**Career Technical Education**  
**COURSE INSTRUCTIONAL PLAN**

**Course Description Summary:**

Digital Film Production - Level III is a course designed to provide students with the opportunity to use their knowledge of the video and film production industries, and the careers involved within, to manage industrial video projects, pitch marketing ideas and concepts to potential clients, and to create, as well as execute, business proposals in marketing to clients. Students will gain further training in the areas of marketing and business related skills, as it relates to video and film production. Students will gain further technical training in the design and critique of motion graphics and pictures, as well as understand the psychological impact that digital media will have on their clients' potential audience. This course is the capstone course of the Digital Film Production Pathway.



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Course Purpose:

This course is designed to provide students with the opportunity to originate, develop, and research an idea for a media product with an outside client. As a capstone course, students will be able to pitch a proposal for a media product to a potential client and manage the production process for that client from beginning to end. Students will be able to prepare a budget proposal, manage the production process, and produce a product that could lead to potential income for a production company. Students will understand the legal obligations of a production business, including how to secure copyright releases, image releases from talent, and originating location film permits.

### Instructional Methods and/or Strategies:

During the course new topics will be introduced with brief remarks from the instructor. Topics will then be reinforced using the textbooks to study the concept. The instructor will then show examples of the concept and model the concept when applicable. Students will then be hands on to reinforce the concept.

- Lecture
- Study (textbook)
- Model Concept
- Hands on Practice
- Assessment through Projects/Quizzes/Tests

- D. Acquire the knowledge and capability to express creative ideas and concepts with video in other academic forums.
- E. Research the historical relationships between film and society.
- F. Investigate film technique, screenwriting, lighting, camera, and editing.
- G. Differentiate genre and the role of the filmmaker in filmmaking.

### Assessment Methods and/or Tools

Each unit will culminate in a projector quiz. A completed project will be evaluated from the appropriate rubric. Each semester ends with a final project that includes all topics covered throughout the semester. Tested material will include information from lectures, history of the cinema, its place in society, the interpretation of film, and technical aspects of film/video production.



**Career Technical Education  
COURSE INSTRUCTIONAL PLAN**

**Instructional Materials:**

Equipment (Adopted by PLC and RCOE Approved):

1. iMac / Mac Pro Computers
2. Broadcast Level Video Cameras
3. Camera Stabilizers
4. Monitors
5. Lights (Studio & Stand Alone)
6. Digital Audio Recorders
7. Digital Storage Media
8. Microphones
9. Tricaster Streaming Device (or equivalent)

Software (Adopted by PLC and RCOE Approved):

1. Final Cut Pro X
2. Motion / After Effects
3. Logic Pro X
4. GarageBand
5. Celtx
6. Adobe Photoshop
7. Adobe Illustrator
8. Compressor
9. Wirecast

**Instructional Units:**

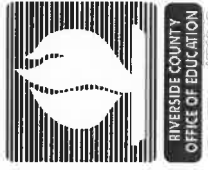
Unit 1 Introduction

**Description:**

This introductory unit provides an overview of the course content, objectives, and instructor expectations. Through lecture, reading, research, and collaborative discussion, students will gain an understanding of the scope of the course contents, learning objectives, and resulting projects. The class will examine and collaboratively discuss the common traits exhibited by successful individuals by looking at personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in this career pathway. Building on their prior knowledge from the Digital Film Production - Level 1 class, the students will review the historical, cultural, and economic significance of video and film in our society and will deepen that knowledge by individual research and collaborative sharing of information about individuals in the field. (See "Moving Images" Pages 40-41, 78-79, 118-119, 164-165, 206-207, 246-247, 284-285, 326-327)

**Supported Standards**

Anchor Standards: 1.0, 6.1, 6.2, 6.7



Career Technical Education  
COURSE INSTRUCTIONAL PLAN

Assessment Methods and/or Tools

**Student Learning Objectives/Performance Indicators**

**Unit Detail**

**Key Assignments/ Capstone Projects**

1) **As a result of their safety training and investigation, students will take and achieve a 100% score on an administrator-approved safety test. They will also collaboratively create a safety checklist for the class production activities that meets expected criteria outlined by the instructor's rubric.**

Anchor Standards: 1.0, 6.1, 6.2, 6.7

Pathway Standards: A5.2, A8.1, C1.4

State Standards: WHSST 11-12.2, WHSST 11-12.6 WHSST 11-12.3 WHSST 11-12.7

**Unit 2 The Production Process**

Description:

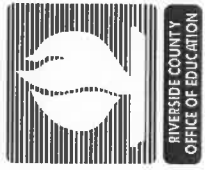
Knowledge of studio operation and the production process, including the use of cameras and other audio/visual peripherals, is vital for the production of client films. In this unit, students will gain further understanding of each of these components (including their proper uses) by creating and developing visual and auditory content for consumption by a targeted audience. Students will identify different peripherals (including sound mixers, non-linear video editing equipment, cameras, lights, etc.) and their proper uses then proceed to utilize this equipment to share their story. Upon successful completion of this unit, students will have demonstrated their knowledge by writing a script, directing talent, and editing a short film.

Supported Standards

10.1 10.2 10.3

Assessment Methods and/or Tools

**Student Learning Objectives/Performance Indicators**



Career Technical Education  
COURSE INSTRUCTIONAL PLAN

Unit Detail

Key Assignments/Capstone Projects

1. As a result of their training and investigation, students will create a 1-2 minute short film utilizing a recording device, scriptwriting software (such as Celtx), and non-linear film editing software (such as Final Cut Pro X) on an iMac computer. Building upon and recalling their knowledge and training from the prior years of Digital Film Production - Levels 1 & 2, students will collaboratively create a checklist for the production activities that meet expected criteria outlined by the instructor's rubric.

Anchor Standards: 10.1 10.2 10.3

Pathway Standards: A1.7, A2.1, A2.2, A4.3, A4.4, A5.2, A5.3, A7.2, A8.1, A8.3, A8.4, C1.4, C2.2, C3.1, C4.3, C4.4, C5.1, C5.2, C6.1

State Standards: RSIT 11-12.7

2. Each student's narrative (or script) will be analyzed for grammatical and structural errors by the instructor, reinforcing concepts previously learned in their English/Language Arts class. The student's final edited film will be presented to the class and openly critiqued by their peers, as well as the instructor, utilizing film specific language.

Unit 3 Clientele Operations

Description:

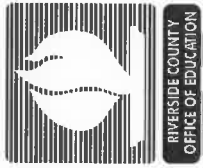
Collaboration between a business associate and a client is crucial to a business transaction. In this unit, students will learn how to professionally communicate with clients, using appropriate business vernacular and etiquette. Once contact has been made between a potential client and the student, the student will learn how to realign a prospective client's project to their prospective client's target audience. Students will listen to an outside client's proposal for a given project and work with the client to ensure the potential client's project goals are met.

Supported Standards

2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.8, 4.6, 5.1, 7.2, 7.3, 7.7, 8.1

Assessment Methods and/or Tools

Student Learning Objectives/Performance Indicators



Career Technical Education  
COURSE INSTRUCTIONAL PLAN

Unit Detail

Key Assignments / Capstone Projects

1. Students will submit a project questionnaire to the prospective client. Students will create a written business proposal, whose contents include outlining media services and the final deliverable product. This proposal will include, but will not be limited to, a crew list, a list of expenses, pre-production materials, production needs, and production effects for planning a business commercial.

Anchor Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.8, 4.6, 5.1, 7.2, 7.3, 7.7, 8.1

Pathway Standards: A1.4, A1.5, A2.7, A3.2, A3.4, A3.6, A4.1, A4.4, A4.6, C7.3

State Standards: W11-12.1C, W11-12.3D, S11-12.1A, S11-12.3, WHS11-12.1D, WHS11-12.2C, WHS11-12.4, WHS11-12.10

2. Students will research third party hosting platforms and the cost associated with live streaming a potential client's event. Students will select a provider and establish live streaming test with a provider, ensure that the student knows how to setup and provide this service.

Unit 4 The Line Production Process

Description:

Students will learn about budgeting, casting, scheduling, the hiring process, and how to location scout. In this unit, students will be charged with projecting the cost of a particular project and attempt to stay within the boundaries of the budget for the duration of the project. A cost/benefit analysis will be equated for each potential client's request. Once the CBA has been completed, students will begin to identify potential talent they would need to cast in their production. Upon successful completion of this unit, students will have a list of locations that will be used for the project, a list of talent that will be hired for their project, and a budget with a 15% contingency attached to the proposal.

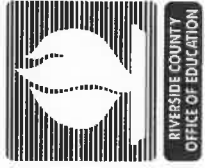
Supported Standards

5.2, 5.3, 5.4, 6.5, 6.6, 7.6, 11.2

Assessment Methods and/or Tools

Student Learning Objectives/Performance Indicators





Career Technical Education  
COURSE INSTRUCTIONAL PLAN

**Unit Detail**

**Key Assignments / Capstone Projects**

Students will continue their demonstration of Unit 3 by including the research and budget component of Unit 4 in their business proposal. In this unit, students will focus specifically on the mathematical and budgetary needs of the prospective client and draft a cost benefit analysis of the proposed film.

Anchor Standards: 5.2, 5.3, 5.4, 6.5, 6.6, 7.6, 11.2

Pathway Standards: A1.4, A4.1, A7.4, C2.2, C3.1, C4.2, C4.3, C4.5, C5.1, C6.1, C6.2, C7.3

State Standards: A-SSE B4.0, A-SSE B5.0

Unit 5 Online Portfolio Development/Social Media Marketing

**Description:**

Branding, marketing, and social influence is absolutely critical to ensure success for a business in its community. In this unit, students will learn what it takes to create a functioning business in their local community. Students will be taught how to create a website, one that is easy to navigate; how to create a logo that brands and identifies their production style to their potential market; how to create business cards that highlight their brand and website; how to create a highlight reel, one that identifies their strong visual and auditory skills; and finally, how to create a self-marketing demo reel that highlights everything in their portfolio, as well as markets the student to a target audience.

**Supported Standards**

3.3, 3.5, 4.2

**Assessment Methods and/or Tools**

**Student Learning Objectives/Performance Indicators**



Career Technical Education  
COURSE INSTRUCTIONAL PLAN

**Unit Detail**

**Key Assignments/Capstone Projects**

A demonstration of how a student created their video is important for a potential client or employer to know. As a result, students will need to create a "behind-the-scenes" video demonstrating their production skills knowledge. In this video, students will demonstrate and explain how they created their website, their and a film for a local festival (see Unit 8).

Anchor Standards: 3.3, 3.5, 4.2

Pathway Standards: A1.7, A2.2, A2.6, A2.9, A3.1, A5.6, A8.2, C6.4, C7.2, C7.4, C7.5

State Standards: W11-12.4, W11-12.6, S11-12.5

Creating a one-stop shop is important when trying to recruit potential clients/employer as part of a business. Seeing this need, students will create a website, whereby potential clients/employer can see a demonstration of their work. Some examples of their work will include their logo, their "behind-the-scenes" video, and an update weekly video-blog documenting their production process.

Social media is an integral part of business networking. Students will demonstrate their understanding and knowledge of this skill by creating and maintaining a social media account on three (3) separate websites (ex: Twitter, LinkedIn, Google+)

Unit 6 Contract/Legal Forms

Description:

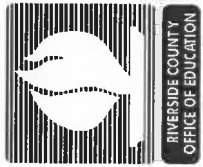
Students will help write and create standardized photography release forms, create a client contact list from which to acquire continuous for their business, and secure copyright releases for any and all audio and video media incorporated into their finalized films.

Supported Standards

8.2, 8.3, 8.4, 8.6, 8.7

Assessment Methods and/or Tools

**Student Learning Objectives/Performance Indicators**



Career Technical Education  
COURSE INSTRUCTIONAL PLAN

**Unit Detail**

**Key Assignments/Capstone Projects**

Students will learn the needs and proper uses for professional releases, location releases, copyright releases, broadcast agreements and liability forms. In addition students will research review and complete photography/video release forms to be used in commercial and promotional videos

Anchor Standards: 8.2, 8.3, 8.4, 8.6, 8.7

Pathway Standards: A7.4, C4.5, C6.1

State Standards: W11-12.4, S11-12.2, S11-12.6, L11-12.2, RS11-12.4, WHS11-12.4

**Unit 7 The Promotional Video Project**

**Description:**

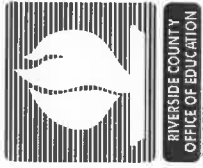
The most common type of industrial film production is the promotional film. This film is essential in advertising and marketing a business or service. As such, students will create a promotional video that not only advertises their school, but also markets it via social media on the Internet. This promotional video production will highlight multiple clubs, school organizations, a curriculum pathway, or a specific department, such as the guidance office. Upon successful completion of this unit, students will have assessed their target audience's age, advertised their school organization based on this information, and market this video as necessary via social media.

**Supported Standards**

4.1, 6.4, 7.4, 7.5, 9.1, 9.2, 9.3, 9.7, 11.1

**Assessment Methods and/or Tools**

**Student Learning Objectives/Performance Indicators**



Career Technical Education  
COURSE INSTRUCTIONAL PLAN

Unit Detail

Key Assignments/Capstone Projects

Promotional information is a key component of any business marketing analysis. As such, students will produce a promotional film for use by their school site the following year. This film should show off key strengths of the school site and feature a breadth and depth of activities in which potential students can get involved.

Anchor Standards: 4.1, 6.4, 7.4, 7.5, 9.1, 9.2, 9.3, 9.7, 11.1

Pathway Standards: A1.2, A2.1, A2.4, A2.6, A2.7, A2.9, A4.6, A7.2, A8.2, C4.4, C6.5

State Standards: WHS11-12.4, W11-12.5, W11-12.6, S11-12.2, S11-12.3, S11-12.5

Unit 8 Commercial Business Projects

Description:

While promotional videos are absolutely essential for a business, nothing beats the fun, upbeat, and enjoyable advertising of commercials to a prospective target audience. In this unit, students will create a commercial for a product or service and advertise that product or service for an outside client. Students will create a market analysis for the project based on information provided by the outside client. This outside client may be a part of the school district, a local business, or a 501(c)(3) non-profit company. Upon successful completion of this unit, students will have identified a potential customer in need of advertising service, consolidated their client's idea into a feasible production for the price negotiated, identified the potential target audience, and delivered a project that can be used by the outside client.

Supported Standards

4.1, 6.4, 7.4, 7.5, 9.1, 9.2, 9.3, 9.7, 11.1

Assessment Methods and/or Tools

Student Learning Objectives/Performance Indicators



Career Technical Education  
COURSE INSTRUCTIONAL PLAN

Unit Detail

Key Assignments/Capstone Projects

Analyzing the potential market is key for any commercial project. Students will work with their production crew partners in creating a written marketing proposal for a potential film. This written proposal will include a story treatment and script based on the potential audience.

Anchor Standards: 4.1, 6.4, 7.4, 7.5, 9.1, 9.2, 9.3, 9.7, 11.1

Pathway Standards: A1.2, A2.1, A2.4, A2.6, A2.7, A2.9, A3.3, A4.6, A7.2, A8.2, C4.4, C6.5

State Standards: PE 12.2.1, R11-12.7, W11-12.5, W11-12.6, S11-12.2, S11-12.3, S11-12.5

The creation of a commercial or public service announcement is essential for a business' marketing campaign. Students will create and submit a finalized film as agreed upon per earlier proposals with the client.

Unit 9 Film Festival/Video Contests

Description:

Local film festivals provide a fantastic way for students to compete and show off their work. In this unit, students will research local film festivals or video contests that meet their school district's submission requirements, and write, produce, and edit a selection for a film festival. Upon successful completion of this unit, students will have a completed portfolio piece that can be used as demonstration piece to demonstrate their skills to potential clients.

Supported Standards

4.1, 6.4, 7.4, 7.5, 9.1, 9.2, 9.3, 9.7, 11.1

Assessment Methods and/or Tools

Student Learning Objectives/Performance Indicators



Career Technical Education  
COURSE INSTRUCTIONAL PLAN

**Unit Detail**

**Key Assignments / Capstone Projects**

**Students will locate and enter a local film festival of their instructor's choosing. This film festival piece will be added to their portfolio as a demonstration piece of the skills**

Anchor Standards: 4.1, 6.4, 7.4, 7.5, 9.1, 9.2, 9.3, 9.7, 11.1

Pathway Standards: A1.2, A2.1, A2.4, A2.6, A2.7, A2.9, A5.5, A7.2, A8.2, C4.4, C6.5

State Standards: A1.2, A2.1, A2.4, A2.6, A2.7, A2.9, A5.5, A7.2, A8.2, C4.4, C6.5

**Unit 10 Career Planning**

**Description:**

Students explore career opportunities and examine the professional and educational requirements needed to meet their goals. Students identify personal qualifications, interests, aptitudes, information and skills, and post-secondary options necessary to succeed in this career. Upon successful completion of this class, students will have developed their own career plan and personal portfolio.

**Supported Standards:**

3.1 3.2 3.4 3.6 3.7 3.9 9.4 11.3 11.4 11.5

**Assessment Methods and/or Tools**

**Student Learning Objectives/Performance Indicators**



Career Technical Education  
COURSE INSTRUCTIONAL PLAN

**Unit Detail**

**Key Assignments/Capstone Projects**

Students will generate a one (1) page cover letter as part of a job application. This cover letter will be attached to a resume and submitted to a business, whereby the student will seek to gain employment. Students will NOT be assessed based on the outcome of the submission.

Anchor Standards: 3.1 3.2 3.4 3.6 3.7 3.9 9.4 11.3 11.4 11.5

Pathway Standards: A4.4, A4.5, C7.2

State Standards: WHSST 11-12.5 WHSST 11-12.6

Students will generate a one (1) page resume as part of a job application. This resume will be attached to a cover letter and submitted to a business, whereby the student will seek to gain employment. Students will NOT be assessed based on the outcome of the submission.

Students will generate a one (1) page follow up letter as part of a job application. This follow up letter will be submitted to a business as a follow up to the job application cover letter, and resume, whereby the student will seek to gain employment. Students will NOT be assessed based on the outcome of the submission.

Students will be interviewed by the instructor in regards to their submitted cover letter, resume and follow up letter. Students will explain what qualifications and skills they possess that makes them qualified for this position.

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# RCOE Digital Film Production III

Submitted: Jul 7, 2016

Decision: Jul 18, 2016

Riverside County Office of Ed. ROP

## Submission Feedback

**APPROVED**

## Basic Course Information

<b>Title:</b>	RCOE Digital Film Production III
<b>Transcript abbreviations:</b>	
<b>Length of course:</b>	Full Year
<b>Subject area:</b>	College-Preparatory Elective ("g") / Visual & Performing Arts
<b>UC honors designation?</b>	No
<b>Prerequisites:</b>	RCOE Digital Film Production Level I (Required) RCOE Digital Film Production Level II (Required)
<b>Co-requisites:</b>	None
<b>Integrated (Academics / CTE)?</b>	Yes
<b>Grade levels:</b>	11th, 12th
<b>Course learning environment:</b>	Classroom Based

## Course Description



## Course overview:

Digital Film Production - Level III is a course designed to provide students with the opportunity to use their knowledge of the video and film production industries, and the careers involved within, to manage industrial video projects, pitch marketing ideas and concepts to potential clients, and to create, as well as execute, business proposals in marketing to clients. Students will gain further training in the areas of marketing and business related skills, as it relates to video and film production. Students will gain further technical training in the design and critique of motion graphics and pictures, as well as understand the psychological impact that digital media will have on their clients' potential audience. This course is the capstone course of the Digital Film Production Pathway.

## Course content:

### Introduction

#### Description:

This introductory unit provides an overview of the course content, objectives, and instructor expectations.

Through lecture, reading, research, and collaborative discussion, students will gain an understanding of the scope of the course contents, learning objectives, and resulting projects. The class will examine and collaboratively discuss the common traits exhibited by successful individuals by looking at personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in this career pathway.

Building on their prior knowledge from the Digital Film Production - Level 1 class, the students will review the historical, cultural, and economic significance of video and film in our society and will deepen that knowledge by individual research and collaborative sharing of information about individuals in the field. (See "Moving Images" Pages 40-41,78-79, 118-119, 164-165, 206-207, 246-247,284-285, 326-327)

Anchor Standards: 1.0, 6.1, 6.2, 6.7

Pathway Standards: A5.2, A8.1, C1.4

California Standards: WHSST 11-12.2, WHSST 11-12.6 WHSST 11-12.3 WHSST 11-12.7

#### Key Assignments for Unit 1:

1. As a result of their safety training and investigation, students will take and achieve a 100% score on an administrator-approved safety test. They will also collaboratively create a safety checklist for the class production activities that meets expected criteria outlined by the instructor's rubric.

#### Assessment Methods for Key Assignments in Unit 1

1. Multiple-Choice Formal Assessment: Students will have up to three opportunities to score a 100% on the assessment before the instructor will reteach concepts needed to pass the assessment.

### The Production Process

#### Description:

Knowledge of studio operation and the production process, including the use of cameras and other audio/visual peripherals, is vital for the production of client films. In this unit, students will gain further understanding of each of these components (including their proper uses) by creating and developing visual and auditory content for consumption by a targeted audience. Students will identify different peripherals (including sound mixers, non-linear video editing equipment, cameras, lights, etc.) and their proper uses then proceed to utilize this equipment to share their story. Upon successful completion of this unit, students will have demonstrated their knowledge by writing a script, directing talent, and editing a short film.

**Anchor Standards:** 10.1 10.2 10.3

**Pathway Standards:** A1.7, A2.1, A2.2, A4.3, A4.4, A5.2, A5.3, A7.2, A8.1, A8.3, A8.4, C1.4, C2.2, C3.1, C4.3, C4.4, C5.1, C5.2, C6.1

**California Standards:** RSIT 11-12.7

### Key Assignments for Unit 2

1. As a result of their training and investigation, students will create a 1-2 minute short film utilizing a recording device, scriptwriting software (such as Celtx), and non-linear film editing software (such as Final Cut Pro X) on an iMac computer. Building upon and recalling their knowledge and training from the prior years of Digital Film Production - Levels 1 & 2, students will collaboratively create a checklist for the production activities that meets expected criteria outlined by the instructor's rubric.
2. Each student's narrative (or script) will be analyzed for grammatical and structural errors by the instructor, reinforcing concepts previously learned in their English/Language Arts class. The student's final edited film will be presented to the class and openly critiqued by their peers, as well as the instructor, utilizing film specific language.

### Assessment Methods for Key Assignments in Unit 2

1. A video rubric will be used to assess students' technical proficiency, appropriate message content and delivery to a targeted audience, proper video editing, including proper ethical and aesthetic treatment of the source video, and sound production. This video rubric will also be used by students to evaluate their peers' performance.

## Clientele Operations

### Description:

Collaboration between a business associate and a client is crucial to a business transaction. In this unit, students will learn how to professionally communicate with clients, using appropriate business vernacular and etiquette. Once contact has been made between a potential client and the student, the student will learn how to realign a prospective client's project to their prospective client's target audience. Students will listen to an outside client's proposal for a given project and work with the client to ensure the potential client's project goals are met.

**Anchor Standards:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.8, 4.6, 5.1, 7.2, 7.3, 7.7, 8.1

Pathway Standards: A1.4, A1.5, A2.7, A3.2, A3.4, A3.6, A4.1, A4.4, A4.6, C7.3

California Standards: W 11-12.1c, W 11-12.3d, S 11-12.1a, S 11-12.3, WHS 11-12.1d, WHS 11-12.2c, WHS 11-12.4, WHS 11-12.10

#### Key Assignments for Unit 3:

1. Students will submit a project questionnaire to the prospective client. Students will create a written business proposal, whose contents include outlining media services and the final deliverable product. This proposal will include, but will not be limited to, a crewlist, a list of expenses, pre-production materials, production needs, and post production effects for planning a business commercial.
2. Students will research third party hosting platforms and the cost associated with live streaming a potential client's event. Students will select a provider and establish a livestreaming test with a provider, ensure that the student knows how to setup and provide this service.

#### Assessment Methods for Key Assignments in Unit 3

1. Assessment for this assignment will require the instructor to meet with the production team and review as well as analyze the information using a grading rubric provided by the instructor.
2. The instructor will observe the students demonstration of their skills and require students to give an oral presentation of this demonstration.

### The Line Production Process

#### Description:

Students will learn about budgeting, casting, scheduling, the hiring process, and how to location scout. In this unit, students will be charged with projecting the cost of a particular project and attempt to stay within the boundaries of the budget for the duration of the project. A cost/benefit analysis will be equated for each potential client's request. Once the CBA has been completed, students will begin to identify potential talent they would need to cast in their production. Upon successful completion of this unit, students will have a list of locations that will be used for the project, a list of talent that will be hired for their project, and a budget with a 15% contingency attached to the proposal.

Anchor Standards: 5.2, 5.3, 5.4, 6.5, 6.6, 7.6, 11.2

Pathway Standards: A1.4, A4.1, A7.4, C2.2, C3.1, C4.2, C4.3, C4.5, C5.1, C6.1, C6.2, C7.3

California Standards: A-SSE B4.0, A-SSE B5.0

#### Key Assignments for Unit 4:

1. Students will continue their demonstration of Unit 3 by including the research and budget component of Unit 4 in their business proposal. In this unit, students will focus specifically on the mathematical and budgetary needs of the prospective client and draft a cost benefit analysis of the proposed film.

#### Assessment Methods for Key Assignments in Unit 4

1. A rubric targeting the student's ability to calculate basic mathematical functions within a spreadsheet will be used. The instructor will provide a spreadsheet template that includes a generalized budget proposal; students will have to complete the form as necessary for each film.

## Online Portfolio Development / Social Media Marketing

### Description:

Branding, marketing, and social influence is absolutely critical to ensure success for a business in its community. In this unit, students will learn what it takes to create a functioning business in their local community. Students will be taught how to create a website, one that is easy to navigate; how to create a logo that brands and identifies their production style to their potential market; how to create business cards that highlight their brand and website; how to create a highlight reel, one that identifies their strong visual and auditory skills; and finally, how to create a self-marketing demo reel that highlights everything in their portfolio, as well as markets the student to a target audience.

Anchor Standards: 3.3, 3.5, 4.2

Pathway Standards: A1.7, A2.2, A2.6, A2.9, A3.1, A5.6, A8.2, C6.4, C7.2, C7.4, C7.5

California Standards: W 11-12.4, S 11-12.5, W 11-12.6

### Key Assignments for Unit 5:

1. A demonstration of how a student created their video is important for a potential client or employer to know. As a result, students will need to create a "behind-the-scenes" video demonstrating their production skills knowledge. In this video, students will demonstrate and explain how they created their website, their logo, and a film for a local festival (see Unit 8).
2. Creating a one-stop shop is important when trying to recruit potential clients/employer as part of a business. Seeing this need, students will create a website, whereby potential clients/employer can see a demonstration of their work. Some examples of their work will include their logo, their "behind-the-scenes" video, and an updated, weekly video-blog documenting their production process.
3. Social media is an integral part of business networking. Students will demonstrate their understanding and knowledge of this skill by creating and maintaining a social media account on three (3) separate websites (ex: Twitter, LinkedIn, Google,)

### Assessment Methods for Key Assignments in Unit 5

1. Using a grading rubric, the instructor will sit with the student and review submitted content one-on-one. The instructor will provide student with feedback as well as list areas for potential growth.
2. The student will provide instructor the website link. Using a grading rubric agreed upon before the beginning of the project, the instructor will review submitted content. The instructor will provide student with feedback as well as list areas for potential growth.
3. The student will provide instructor the three (3) social media usernames. Using a grading rubric agreed upon before the beginning of the project, the instructor will review submitted content. The instructor

will provide student with feedback as well as list areas for potential growth.

## Contract/Legal Forms

### Description:

Students will help write and create standardized photography release forms, create a client contact list from which to acquire continuous for their business, and secure copyright releases for any and all audio and video media incorporated into their finalized films

Anchor Standards: 8.2, 8.3, 8.4, 8.6, 8.7

Pathway Standards: A7.4, C4.5, C6.1

California Standards: W 11-12.4, S 11-12.2, S 11-12.6, L 11-12.2, RS 11-12.4, WHS 11-12.4

### Key Assignments for Unit 6:

1. Students will learn the needs and proper uses for professional releases, location releases, copyright releases, broadcast agreements and liability forms. In addition students will research review and complete photography/video release forms to be used in commercial and promotional videos.

### Assessment Methods for Key Assignments in Unit 6

1. The instructor will assess student knowledge by reviewing each individual document submitted for 100% accuracy. If the document has not been completed 100% accurate, the instructor will give the document back to the student to complete 100% accurately. Documents that have not satisfied 100% of the requirements of the document needs will not be accepted.

## The Promotional Video Project

### Description:

The most common type of industrial film production is the promotional film. This film is essential in advertising and marketing a business or service. As such, students will create a promotional video that not only advertises their school, but also markets it via social media on the Internet. This promotional video production will highlight multiple clubs, school organizations, a curriculum pathway, or a specific department, such as the guidance office. Upon successful completion of this unit, students will have assessed their target audience's age, advertised their school organization based on this information, and market this video as necessary via social media.

Anchor Standards: 4.1, 6.4, 7.4, 7.5, 9.1, 9.2, 9.3, 9.7, 11.1

Pathway Standards: A1.2, A2.1, A2.4, A2.6, A2.7, A2.9, A4.6, A7.2, A8.2, C4.4, C6.5

California Standards:

### Key Assignments for Unit 7:

1. Promotional information is a key component of any business marketing analysis. As such, students will produce a promotional film for use by their school site the following year. This film should show off key strengths of the school site and feature a breadth and depth of activities in which potential students can get involved.

#### Assessment Methods for Key Assignments in Unit 7

1. Assessment will be completed through the use of a traditional grading rubric. Content included in the film will be changed according to the needs of the school site administration (the client). Students will be assessed on their visual presentation, the oral presentation they give the prospective client, and finally on their original written proposal.

### Commercial Business Projects

#### Description:

While promotional videos are absolutely essential for a business, nothing beats the fun, upbeat, and enjoyable advertising of commercials to a prospective target audience. In this unit, students will create a commercial for a product or service and advertise that product or service for an outside client. Students will create a market analysis for the project based on information provided by the outside client. This outside client may be a part of the school district, a local business, or a 501c(3) non-profit company. Upon successful completion of this unit, students will have identified a potential customer in need of advertising service, consolidated their client's idea into a feasible production for the price negotiated, identified the potential target audience, and delivered a project that can be used by the outside client.

Anchor Standards: 4.1, 6.4, 7.4, 7.5, 9.1, 9.2, 9.3, 9.7, 11.1

Pathway Standards: A1.2, A2.1, A2.4, A2.6, A2.7, A2.9, A3.3, A4.6, A7.2, A8.2, C4.4, C6.5

California Standards: PE 12.2.1, WHS 11-12.4, W 11-12.5, W 11-12.6, S 11-12.2, S 11-12.3, S 11-12.5

#### Key Assignments for Unit 8:

1. Analysing the potential market is key for any commercial project. Students will work with their production crew partners in creating a written marketing proposal for a potential film. This written proposal will include a story treatment and script based on the potential audience.
2. The creation of a commercial or public service announcement is essential for a business' marketing campaign. Students will create and submit a finalized film as agreed upon per earlier proposals with the client.

#### Assessment Methods for Key Assignments in Unit 8

1. Using a grading rubric, the instructor will sit with the student and review submitted content one-on-one. The instructor will assess written compositions for grammatical errors, sentence structure, and overall written tone.

2. The instructor will utilize a film grading rubric to assess the student's overall visual presentation. The instructor will also help the student identify whether or not they targeted the appropriate audience and caused that target audience to take action.

## Film Festival / Video Contests

### Description:

Local film festivals provide a fantastic way for students to compete and show off their work. In this unit, students will research local film festivals or video contests that meet their school district's submission requirements, and write, produce, and edit a selection for a film festival. Upon successful completion of this unit, students will have a completed portfolio piece that can be used as demonstration piece to demonstrate their skills to potential clients.

Anchor Standards: 4.1, 6.4, 7.4, 7.5, 9.1, 9.2, 9.3, 9.7, 11.1

Pathway Standards: A1.2, A2.1, A2.4, A2.6, A2.7, A2.9, A5.5, A7.2, A8.2, C4.4, C6.5

California Standards: W 11-12.5, W 11-12.6, S 11-12.2, S 11-12.5

### Key Assignments for Unit 9:

1. Students will locate and enter a local film festival of their instructor's choosing. This film festival piece will be added to their portfolio as a demonstration piece of their skills.

### Assessment Methods for Key Assignments in Unit 9

1. The assessment method for this film festival piece will vary depending on the film festival entered. The instructor will utilize the film contest's rubric as a rubric for assessment.

## Career Planning

### Description:

Students explore career opportunities and examine the professional and educational requirements needed to meet their goals. Students identify personal qualifications, interests, aptitudes, information and skills, and post-secondary options necessary to succeed in this career. Upon successful completion of this class, students will have developed their own career plan and personal portfolio.

Anchor Standards: 3.1 3.2 3.4 3.6 3.7 3.9 9.4 11.3 11.4 11.5

Pathway Standards: A4.4, A4.5, C7.2

California Standards: WHSST 11-12.5 WHSST 11-12.6

### Key Assignments for Unit 10

1. Students will generate a one (1) page cover letter as part of a job application. This cover letter will be attached to a resume and submitted to a business, whereby the student will seek to gain employment. Students will NOT be assessed based on the outcome of the submission.
2. Students will generate a one (1) page resume as part of a job application. This resume will be attached to a cover letter and submitted to a business, whereby the student will seek to gain employment. Students will NOT be assessed based on the outcome of the submission.
3. Students will generate a one (1) page follow up letter as part of a job application. This follow up letter will be submitted to a business as a follow up to the job application, cover letter, and resume, whereby the student will seek to gain employment. Students will NOT be assessed based on the outcome of the submission.
4. Students will be interviewed by the instructor in regards to their submitted cover letter, resume and follow up letter. Students will explain what qualifications and skills they possess that makes them qualified for this position.

#### Assessment Methods for Key Assignments in Unit 10

1. Students will recall industrial terms using academic vocabulary in a multiple-choice exam, regarding resumes, cover letters, and interviews.

## Course Materials

### Textbooks

Title	Author	Publisher	Edition	Website	Primary
Moving Images	Carl Casinghino	Course Technology	1st edition / 2010	[ empty ]	Yes

### Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
CyberCollege	[ empty ]	CyberCollege, an InternetCampus organization	cybercollege.org

## Additional Information

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