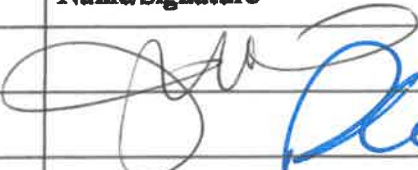



Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Digital Film Production I</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <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	Grade Level <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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">CTE Digital Film Prod. I</div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <u>PATHWAY: Production and Managerial Arts - Film/Video Production INTRODUCTION</u>	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">108361/108362</div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Credentials Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <i>Designated Subject</i> CTE: Arts, media, and Entertainment Single Subject: Arts, media and Entertainment <i>To be completed by Human Resources only.</i> </div>	
Was this course <u>previously approved by UC</u> for PUHSD? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> DocuSigned by: <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"><i>[Signature]</i></div> <div style="text-align: center;">3/12/2021</div> </div> DOFF5 Signature Date </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Dian Martin Site: Educational Services Date: 03/02/2021	Unit Value/Length of Course: <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:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/16/21
Asst. Superintendent of Educational Services		3/17/21
Governing Board		

Riverside County Office of Education – Career Technical Education

RCOE DIGITAL FILM PRODUCTION I (F)

DATE:

INDUSTRY SECTOR: Arts, Media and Entertainment Sector

PATHWAY: Production and Managerial Arts - Film/Video Production

CALPADS TITLE: Introduction to Film/Video Production

CALPADS CODE: 7243

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Motion Picture Projectionists	39-3021.00	Film and Video Editors	27-4032.00
Helpers--Production Workers	51-9198.00	Sound Engineering Technicians	27-4014.00
Painting, Coating, and Decorating Workers	51-9123.00	Laborers and Freight, Stock, and Material Movers, Hand	53-7062.00

COURSE DESCRIPTION:

The CTE course focuses on the aesthetic qualities of television and movie production and analyzes the impact of digital video technology as an alternate form of communication in today's society. Students will convey creative expression and develop ideas individually or within a group, compose an outline/proposal of a historical and or cultural nature, and write a script from the outline. The completed project will be a video product based on their script and storyboards. Students will also write and produce television shows in a variety of formats. Instruction in the creative process that precedes any movie or television project including writing, rewriting, collaboration and more rewrites will be the main focus. Students will also study the impact of digital video on our society from a social, economic, and political viewpoint. Students will learn the history of movie-making and technological advances in the art form. Knowledge and utilization of microphones, digital video cameras, analog, and digital computer-based audio/video editing equipment, and software programs such as Apple I-movie and Apple Final Cut Pro will be a secondary focal point to that of meeting the elements of art and principles of design as well as the components in the state standards.

A-G APPROVAL: F

ARTICULATION:

College	Course Code
Riverside City College	FTV 67 – Intro to Video Production

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Digital Video Basics; Schaefermeyer Cengage Learning, 1st, 2007, ISBN-13: 1-4188-6513-3, No
- Moving Images: Making Movies, Understanding Media; Casinghino Cengage, 1st, 2010, ISBN-13: 978143548585, Yes

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			• •	Introductory	RCOE Digital Film Production I (F)
10, 11, 12			• •	Concentrator	RCOE Digital Film Production II
10, 11, 12			• •	Capstone	RCOE Digital Film Production III

I.	MAJOR AREAS OF STUDY	CR	Lab/ CC	Standards
	<p>Outline of Content for Major Areas of Study Semester I</p> <p>A. First 6 Weeks</p> <p>1. Intro / Mac / iMovie / Final Cut Pro / Scriptwriting</p> <p>a. Basic computer operations.</p> <p>b. Begin individual digital portfolios.</p> <p>2. Intro to TV Studio</p> <p>a. The control room, cameras, and microphones.</p> <p>b. Model 3-minute script from a newspaper, Internet, and school news.</p> <p>c. Students write a short news program based on local and school events.</p> <p>d. News from the local paper, the Internet. School sports and activities.</p> <p>e. Add an assignment to the portfolio.</p> <p>3. Public Service Announcement.</p> <p>a. Model: show PSA's from a web source.</p> <p>b. Model script and storyboard.</p> <p>c. Students work in groups of 2 to complete their own PSA</p> <p>d. Add an assignment to a portfolio.</p> <p>B. Second 6 Weeks</p> <p>1. Commercial a. View commercials from the 1960s and Macintosh commercials.</p> <p>b. Model: pick a list of products.</p> <p>c. Model script and storyboard. Use stock footage to complete video commercial.</p> <p>d. Students work in groups of 2 to conceptualize and produce: 30-second commercial.</p> <p>e. Add an assignment to a portfolio.</p> <p>2. Flash MX, Adobe ImageReady, or Motion</p> <p>a. Introduction to computer animation</p> <p>b. Add an assignment to a portfolio.</p> <p>C. Third 6 Weeks</p> <p>1. Instructional Video</p> <p>a. Preview Demonstration video to students.</p> <p>b. Model steps to create a how-to video from school activities.</p> <p>c. Model the process of scripting, storyboarding, taping, and editing.</p> <p>d. Students conceive an idea and outline their project.</p> <p>e. Students write 4 to 10-page script and assemble storyboard.</p> <p>f. Assemble video clips and edit.</p> <p>g. Add an assignment to a portfolio.</p> <p>2. History Documentary</p> <p>a. Preview short documentaries in class. Examples of several types.</p>	10	10	<p>Academic:</p> <p>LS: 11-12.1 RSL: 11-12.1 RSIT: 11-12.1 RHSS: 11-12.1 RLST: 11-12.1 WS: 11-12.1 WHSST: 11-12.1 A-SSE: 1, 3 A-CED: 1 F-IF: 1, 4 F-LE: 1 G-CO: 1 G-GMD: 1 G-MG: 1 G-SRT: 1 S-ID: 1 S-MD: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 CC: 1 PS: PS1 LS: LS1 ETS: ETS1 AD : 12.8 PE: 12.1 US: 11.5 WH: 10.3</p> <p>CTE Anchor:</p> <p>Communications: 2.1 Career Planning and Management: 3.1 Technology: 4.1 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.1 Responsibility and Flexibility: 7.1 Ethics and Legal Responsibilities: 8.1 Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: C1.1</p>

- b. Show Documentary on making of Citizen Kane. Movie to be seen later in the year.
- c. Model how to find a relevant historical subject and create a ten-minute documentary.
 - i. Research the subject in the library, Internet, and interview subject.
 - ii. Finds photo's, video clips, primary and secondary sources suitable for use.
 - iii. Assemble the documentary according to National History Day rules and regulations.
- d. Student research possible subjects for an extensive list.
- e. Research their ideas and reduce possible subjects to one.
- f. Assemble documentary and add relevant interviews and voice-overs.
- g. Add an assignment to a portfolio.

Semester II

A. First 6 Weeks

- 1. Introduce Final Cut Pro Suite
 - a. Convert video editing from iMovie to Final Cut Pro.
 - b. Demonstrate differences and added features.
- 2. Conducting an Interview-studio or remote
 - a. View model interviews from 60 Minutes, Today, and cable shows.
 - b. Demonstrate how to interview. Pick the subject, research; write questions, with possible answers. Determine if this is a friendly or hard-hitting interview.
 - c. Students use their partner to conduct a sample interview. Demonstrate questioning techniques.
 - d. Students select someone outside of class to interview. Partner will tape while they conduct the interview. Review questions in class, peer review then whole class review. Revise questions.
 - e. View completed interviews in class.
 - f. Add an assignment to a portfolio.

3 Music video

- a. View music videos from MTV. Show previous student work.
- b. Model music video with MP3 music.
 - i. Select a song.
 - ii. Outline/propose the project.
 - iii. Edit video from stock footage.
- c. Have students listen to samples of available music.
- d. Students select a song and search for lyrics.
- e. Students write an outline/proposal.
- f. Students write a script. Script revision.
- g. Shoot video.
- h. Edit and show to the class.
- i. Add an assignment to the portfolio.

B. Second 6 Weeks

- 1 Talk/Discussion Show in Studio

	<p>a. The class will view examples from TV talk show formats.</p> <p>b. Model to conception, outline, and scripting of a sample roundtable discussion on a school-related subject.</p> <p>c. Students work in groups of 4 to conceive and write their own 10-minute talk show.</p> <p>d. 1 group on air while a second group helps with the technical side of the broadcast.</p> <p>e. View each group finished the show in class.</p> <p>f. Add an assignment to a portfolio.</p> <p>2. Create an Alternate Ending - Writing Assignment (10 days)</p> <p>a. View alternate endings from directors cut of two movies.</p> <p>b. Model how to change an ending at the climax.</p> <p>c. Students chose a movie from the AFI top 100 and rewrite an ending starting at the climax.</p> <p>d. Add an assignment to the portfolio.</p> <p>C. Third 6 Weeks</p> <p>1. Key Assignment: Students will do a research project with historical/cultural context and through creative expression will develop a short film related to the topic researched.</p> <p>a. Students will complete a ten-minute short film produced by each group.</p> <p>b. Model the conception process with students. Using Inspiration, brainstorm as many ideas as possible.</p> <p>c. Students brainstorm as a class. Students should contribute to one idea each. Link ideas to add twists and turns to the story.</p> <p>d. Students will work with the instructor to begin a short film script from their idea. Each class will do their own script. Work as a group until they complete 5 pages.</p> <p>e. Split class into groups of 5 and each group will complete their own script. Each story will begin the same and end differently.</p> <p>f. Bring groups back together and compare scripts. Groups will revise where necessary. Points to check: 3 acts, character development, twists and turns in act II. Check they each have a true ending for their story.</p> <p>g. Groups will videotape their scripts.</p> <p>h. Any revisions must be added to their shooting script.</p> <p>i. Create a 1-minute preview for their short film.</p> <p>j. Create movie posters and radio ad campaign.</p> <p>k. Add an assignment to the portfolio.</p> <p>2. Review for final exams.</p> <p>3. Comprehensive Final Exams</p>			
II.	DIGITAL TOOLS	CR	Lab/ CC	Standards
	<p>Students will learn to use the digital tools available to create and edit video. Those will include the video camera, computer editing software, and other digital tools. Students will learn how those digital tools have affected changes in the process of filmmaking.</p>	10	10	<p>Academic: LS: 11-12.1 RSL: 11-12.1 RSIT: 11-12.1 RHSS: 11-12.1 RLST: 11-12.1 WS: 11-12.1</p>

				WHSST: 11-12.1 A-SSE: 1 G-SRT: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 CC: 1 PS: PS1 CTE Anchor: Communications: 2.1, 2.2 Career Planning and Management: 3.1, 3.2 CTE Pathway: C1.1
III.	CREATION PROCESS	CR	Lab/ CC	Standards
	Students will observe created works by masters and technicians in film and television. Students will analyze the process of creation and apply that knowledge to original work of their own. Students will create a Public Service Announcement, a commercial, a demonstration video, a historical documentary, and other creative assignments. Past projects will be reviewed by students late in the year to articulate how they would improve their work given the extent of experience.	10	10	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.6 Technology: 4.4 Problem Solving and Critical Thinking: 5.2 CTE Pathway: C1.1
IV.	FILM PRODUCTION METHODS	CR	Lab/ CC	Standards
	Compare and contrast films by varied filmmakers that address a similar message. Students will evaluate the methods used and describe how they affected the message of the film. Students will evaluate films generally accepted as classics and how those films were accepted when made and how time has affected their later interpretation. Compare and contrast how television (broadcast and cable), newspapers, magazines, and film, cover and interpret current or historical social, economic, or political events.	10	10	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1, 2.2 Problem Solving and Critical Thinking: 5.3 CTE Pathway: C1.1
V.	KEY ASSIGNMENTS	CR	Lab/ CC	Standards
	Accountability Determinants Key Assignments 1. Create/write/produce a public service announcement 2. Create/write/produce a commercial 3. Create/write/produce an instructional video 4. Create/write/produce a historical documentary 5. Create/write/produce an interview 6. Create/write/produce a music video 7. Create/write/produce a talk show 8. Write an alternative ending for an existing movie 9. Historical/cultural research project 10. Analytical and critical compositions 11. Final exam	10	10	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1 CTE Pathway: C1.1

VI.	ASSESSMENT METHODS	CR	Lab/ CC	Standards
	Assessment Methods: Each project/assignment will have a quiz on new information, a completed project that will be evaluated from the appropriate rubric. Semester exams will be comprehensive. The tested material will include information from lectures, the history of the cinema, its place in society, the interpretation of the film, and the technical aspects of film/video production.	10	10	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1 CTE Pathway: C1.1
VII.	INSTRUCTIONAL METHODS/STRATEGIES	CR	Lab/ CC	Standards
	Overhead presentations, lectures, chapter lesson reading from the classroom TV/Video Production book, Present the interactive media disc that is supplied with the classroom set of books, hold brainstorming sessions, meet in small groups to share ideas, provide storyboard templates, provide template and instructions on "How to Outline" and "Format a two-column script Video/Audio using Word, provide students with a project rubric/self assessment grading sheet with each project and show Classic Movies (Example: Charlie Chaplin, North by North West, Citizen Kane).	10	10	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1 CTE Pathway: C1.1
VIII.	ARTISTIC PERCEPTION	CR	Lab/ CC	Standards
	Students will increase their knowledge and appreciation of the filmmaking process through observation, discussion, comparison, and written evaluation. Introduce students to concepts of genre and the filmmaker. Student output will become part of an ongoing electronic portfolio.	10	10	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1, 2.2 Career Planning and Management: 3.2, 3.3, 3.4 CTE Pathway: C1.1
IX.	HISTORICAL AND CULTURAL CONTEXT	CR	Lab/ CC	Standards
	Students will read selected short stories and will choose a story to interpret into a script using the proper format. The script will address all phases of the filmmaking process from acquisition to final production. Students will discuss how written works are interpreted as film and how that interpretation affects the process of making a film or television show. How trends or historical issues have influenced the films made or how they used to investigate social issues. (Example: war movies, or movies of the depression era.)	10	10	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1, 2.2 Career Planning and Management: 3.3 Technology: 4.1, 4.2 Problem Solving and Critical Thinking: 5.2 CTE Pathway: C1.1
X.	COURSE NOTES:	CR	Lab/ CC	Standards
	Course Notes: 5/30/19 – Added to S drive – John Bruestle	0	0	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1 CTE Pathway:

Entered by:

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