


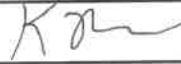
Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Intermediate Media Arts</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p>	<p>Subject Area:</p> <p><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</p> <p>Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, which pathway does this course align to? Pathway Name: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Media Arts - Concentrator</div>CTE CDE Code: 11D</p>	<p>Grade Level(s)</p> <p><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</p>
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
<p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 2px;"> Elective 7220 </div>		

<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 2px;"> G - Elective <input type="checkbox"/> Pending </div>	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p style="text-align: center;">Signature Date</p>
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<p>Submitted by: Cindy Ramos Site: PLHS Date: 08/09/2024 Email: cindy.ramos@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p><input checked="" type="checkbox"/> 0.5 (half-year or semester equivalent) <input type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:</p>
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Approvals	Name/Signature	Date
Director of Curriculum & Instruction		08 / 13 / 2024
Asst. Superintendent of Educational Services		08 / 21 / 2024
Governing Board		

Title	RCOE Intermediate Media Arts for PLHS
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Document History



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08 / 13 / 2024
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Sent for signature to Shannyn Cahoon (shannyn.cahoon@puhsd.org) and Kindy Mackamul (kindy.mackamul@puhsd.org) from beth.heyden@puhsd.org
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08 / 13 / 2024
17:58:52 UTC

Viewed by Shannyn Cahoon (shannyn.cahoon@puhsd.org)
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SIGNED

08 / 13 / 2024
17:59:08 UTC

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08 / 19 / 2024
20:04:14 UTC

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08 / 21 / 2024
18:32:39 UTC

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COMPLETED

08 / 21 / 2024
18:32:39 UTC

The document has been completed.



Course Instruction Plan (CIP)

Course Title		RCOE Intermediate Media Arts		
Pathway Title		Media Arts	CALPADS Pathway Code	111D
CALPADS Course Sequence Code		7220	Course Level	<input type="checkbox"/> Intro <input checked="" type="checkbox"/> Con <input type="checkbox"/> Cap <input type="checkbox"/> App Con
Pathway Duration		<input checked="" type="checkbox"/> 2-Yr <input type="checkbox"/> 3-Yr <input type="checkbox"/> 4-Yr	Grade Level	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total Hours	90	Classroom	90	CC/CVE 0
RCOE Course Code		AME-111D-02-02	Transcript Abbrev.	AME-111D-02-02
A-G		G	Date Approved	7/8/2024
Articulated		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Institution	NA
Articulated Course Title				
Course Status		<input checked="" type="checkbox"/> New <input type="checkbox"/> Revision	Previous Title	NA

Course of Study/Pathway	
Introduction	
Concentrator	RCOE Intermediate Media Arts
Capstone	RCOE Advanced Work-Based Learning (WBL)
Applied Concentrator	

O*Net Codes			
Code	27-4032.00	Title	Film and Video Editors
Code	27-2012.00	Title	Producers and Directors
Code	27-4011.00	Title	Audio and Video Technicians
Code	27-4012.00	Title	Broadcast Technicians

Course Description
<p>The RCOE Intermediate Media Arts course offers a broad range of subject mastery in the Arts, Media, and Entertainment industry sector. As a result, students will experience various learning activities such as graphic design, film, audio, podcasting, and website design. In addition to multimedia topics, students will be exposed to entrepreneurial concepts that will help each consider opportunities to create their own post-secondary options.</p>

Textbooks			
Title # 1	NA	Edition/Year	
Author(s)		Publisher	
Website			
Title # 2		Edition/Year	
Author(s)		Publisher	
Website			
Title # 3		Edition/Year	
Author(s)		Publisher	
Website			

Units of Instruction

Unit 1 Title	The History of the Arts, Media, and Entertainment Sector			
Unit 1 Essential Question	What is my place in the Arts, Media, and Entertainment sector?			
Unit 1 Description (3-5 Sentences)	Students will gain knowledge in the history and range of the Arts, Media, and Entertainment (AME) sector and major developments that have helped shape it. Students will examine emerging trends and technology used across a variety of events. Students will investigate career opportunities and related labor market data.			
Unit 1 Key Assignment	<p>Based on identified interests, students will research career options in the AME sector. Students will then present on the following:</p> <ul style="list-style-type: none"> ● Area and rationale for their interest (i.e. audio, film, graphic design). ● Examples of works/projects in that area of interest. <ul style="list-style-type: none"> ○ i.e. films, music videos, art. ● Types of jobs and/or positions in the field. <ul style="list-style-type: none"> ○ Include job title, education, certifications, skills, ● Career lattice for 5-10 years of industry experience and/or education in their chosen field of interest. ● Based on vacancies, identify three areas where the position is located. <ul style="list-style-type: none"> ○ Based on the three areas identified, select one area to “move” to and rationalize working for the business and living in the area. 			
Unit 1 Pathway Standard(s)	A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.			
Unit 1 Pathway – Performance Indicator(s)	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.			
Unit 1 Anchor Standard(s)	10.0 Technical Knowledge and Skill			
Unit 1 Anchor – Performance Indicators	10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.			
Unit 1 Curricular Resources	NA			
Unit 1 Total Hours	10	Classroom	10	CC/CVE 0

Unit 2 Title	Graphic Design Fundamentals				
Unit 2 Essential Question	How does <u>graphic design</u> become art?				
Unit 2 Description (3-5 Sentences)	Students will become familiar with graphic design fundamentals and how designers use each to develop visually appealing products that communicate messages and information. Students will examine the role of color theory and imagery as well as how each impacts design decisions and outcomes. Students will also consider the use of typography and composition to enhance messages and information.				
Unit 2 Key Assignment	<p>Students will design an open house flier for a multimedia business in their area/location of their interest (Unit 1). The flier will include:</p> <ul style="list-style-type: none"> ● Name and address of the business. <ul style="list-style-type: none"> ○ If available, students can also include logo and slogan as well as contact and social media information. ● Choose a date and time for the open house. ● List the type of products and/or services that the business offers. ● List activities that guests will take part in as part of attending the open house. <ul style="list-style-type: none"> ○ Ex: scavenger hunt, drawings, tour. ● Note: The flier must match the color scheme, typography, and other graphic design elements that the business utilizes. <ul style="list-style-type: none"> ○ Students may be required to research and/or interview members of the business to acquire graphic design information. 				
Unit 2 Pathway Standard(s)	A2.0 Apply artistic skills and processes to solve a variety of <u>industry-relevant problems in a variety of traditional and electronic media.</u>				
Unit 2 Pathway – Performance Indicator(s)	A2.6 Create an artistic product that involves the effective use of the elements of art and the <u>principles of design.</u>				
Unit 2 Anchor Standard(s)	10.0 Technical Knowledge and Skill				
Unit 2 Anchor – Performance Indicators	10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.				
Unit 2 Curricular Resources	NA				
Unit 2 Total Hours	10	Classroom	10	CC/CVE	0

Unit 3 Title	Photography Fundamentals				
Unit 3 Essential Question	When does photography become art?				
Unit 3 Description (3-5 Sentences)	Students will learn about the elements and genres of photography that guide how photographers select and edit photography for publication. Students will consider light, color, composition, and subject in the process of capturing images. Students will analyze the relationships of objects in order to capture the world and communicate its meaning to the audience.				
Unit 3 Key Assignment	<p>Students will identify a subject/object and take photographs in 5 genres. Each photograph will have a focus on a genre (i.e. 1 photo per genre). The photographs will be accompanied by a description that includes:</p> <ul style="list-style-type: none"> • A description of the genre and how the photograph meets that genre criteria. • An explanation of the relationship(s) found in the photograph. <p>Upon completion, each student will submit 1 photograph for a classwide photograph gallery (walk).</p> <ul style="list-style-type: none"> • Students will lead discussions on their photographs for feedback from their classmates. 				
Unit 3 Pathway Standard(s)	A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.				
Unit 3 Pathway – Performance Indicator(s)	A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.				
Unit 3 Anchor Standard(s)	10.0 Technical Knowledge and Skill				
Unit 3 Anchor – Performance Indicators	10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.				
Unit 3 Curricular Resources	NA				
Unit 3 Total Hours	10	Classroom	10	CC/CVE	0

Unit 4 Title	Film Fundamentals				
Unit 4 Essential Question	What makes a film timeless?				
Unit 4 Description (3-5 Sentences)	Students will examine the elements of film and the editing process. Students will analyze the techniques utilized to prepare and capture motion as well as how to direct subjects. Additionally, students will explore the various tools for editing and the individual functions used to finalize a project.				
Unit 4 Key Assignment	<p>Students will identify a student or community need or crisis for the school site and create a public service announcement addressing it. The film should be between 30-60 second and include:</p> <ul style="list-style-type: none"> ● Identification of the need or crisis. ● Information on the need or crisis and its impact. ● Incorporate a call to action with information on a related public support agency and their contact information. 				
Unit 4 Pathway Standard(s)	A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.				
Unit 4 Pathway – Performance Indicator(s)	<p>A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.</p> <p>A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.</p>				
Unit 4 Anchor Standard(s)	10.0 Technical Knowledge and Skill				
Unit 4 Anchor – Performance Indicators	10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.				
Unit 4 Curricular Resources	NA				
Unit 4 Total Hours	10	Classroom	10	CC/CVE	0

Unit 5 Title	Audio Fundamentals				
Unit 5 Essential Question	How does sound become an artform?				
Unit 5 Description (3-5 Sentences)	Students will review the elements of the audio engineering process. Students will critique the process of recording, editing, mixing, and manipulating sound in music, film, and other media channels. Students will delve into each edit tool and their functions to finalize a project.				
Unit 5 Key Assignment	<p>Students will locate a music file and conduct an analysis of the file. The analysis will include:</p> <ul style="list-style-type: none"> ● Frequency ● Sound effects ● Dynamic ● Wave <ul style="list-style-type: none"> ○ From these elements, students will critique overall quality and make recommendations to improve the file. ○ If possible, students will then edit the audio file to match those recommendations for class critique. 				
Unit 5 Pathway Standard(s)	A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.				
Unit 5 Pathway – Performance Indicator(s)	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.				
Unit 5 Anchor Standard(s)	10.0 Technical Knowledge and Skill				
Unit 5 Anchor – Performance Indicators	10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.				
Unit 5 Curricular Resources	NA				
Unit 5 Total Hours	10	Classroom	10	CC/CVE	0

Unit 6 Title	Podcasting Fundamentals				
Unit 6 Essential Question	As a new medium, when has/will podcasting become art?				
Unit 6 Description (3-5 Sentences)	Students will explore the emergence of podcasting and its role as a new medium for communication. Students will be exposed to formatting, equipment, and software used. Students will also review the economics of podcasting and how hosts monetize their shows.				
Unit 6 Key Assignment	<p>Students will develop a 5-15 minute podcast show. Students will:</p> <ul style="list-style-type: none"> ● Part 1: <ul style="list-style-type: none"> ○ Develop a format. ○ Create an outline of discussion points. ○ Record and edit the audio and/or video. ○ If possible, and within school regulations, post the podcast on a platform for review. ● Part 2: <ul style="list-style-type: none"> ○ Listen to 2-3 podcasts of classmates. ○ Write a review of each podcast listened to discussing content relevancy and quality of presentation. 				
Unit 6 Pathway Standard(s)	A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.				
Unit 6 Pathway – Performance Indicator(s)	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.				
Unit 6 Anchor Standard(s)	10.0 Technical Knowledge and Skill				
Unit 6 Anchor – Performance Indicators	10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.				
Unit 6 Curricular Resources	NA				
Unit 6 Total Hours	10	Classroom	10	CC/CVE	0

Unit 7 Title	Website Design Fundamentals				
Unit 7 Essential Question	How is art manifest in website design?				
Unit 7 Description (3-5 Sentences)	Students will explore the elements of website design. Students will review the various utilities and platforms for design and differentiate between the level of customization. Students will analyze how aesthetics, theme, audience, and other factors play a role in the design process.				
Unit 7 Key Assignment	<p>Students will identify a local business that does not already have a website and create one for it. This process will include:</p> <ul style="list-style-type: none"> ● Part 1: <ul style="list-style-type: none"> ○ Researching the community and verifying a need for a website. ○ Contacting the business and inquiring as to its needs. <ul style="list-style-type: none"> ■ i.e., pages, products, utilities, links. ○ Develop a website. ● Part 2: <ul style="list-style-type: none"> ○ Upon completion, offer the website to the business for critique. ○ Based on feedback, students will revise the website and offer the final product to the business as a community service. 				
Unit 7 Pathway Standard(s)	A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.				
Unit 7 Pathway – Performance Indicator(s)	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.				
Unit 7 Anchor Standard(s)	10.0 Technical Knowledge and Skill				
Unit 7 Anchor – Performance Indicators	10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.				
Unit 7 Curricular Resources	NA				
Unit 7 Total Hours	10	Classroom	10	CC/CVE	0

Unit 8 Title	Entrepreneurship in AME			
Unit 8 Essential Question	What opportunities can I create in the Arts, Media, and Entertainment sector?			
Unit 8 Description (3-5 Sentences)	Students will investigate the field of entrepreneurship and how its elements manifest in the AME industry sector. Students will consider entrepreneurial concepts such as marketing, SWOT, risk, ethics, and research as well as how each shapes businesses within AME. Additionally, students will learn the impact of finances on entrepreneurial decision-making.			
Unit 8 Key Assignment	<p>Using preliminary interest alignment in Unit 1, students will identify an AME business they could start with a focus on 1-2 multimedia elements (units 2-8). Students will then present their business idea to the class for critique. The presentation will include:</p> <ul style="list-style-type: none"> ● Business, slogan, and logo. ● Services <ul style="list-style-type: none"> ○ i.e. Based on the multimedia elements, what will you sell/offer? <ul style="list-style-type: none"> ■ Ex: Graphic Design = business cards, menus ■ Ex: Audio = company jingles, studio production 			
Unit 8 Pathway Standard(s)	A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.			
Unit 8 Pathway – Performance Indicator(s)	A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.			
Unit 8 Anchor Standard(s)	11.0 Demonstration and Application			
Unit 8 Anchor – Performance Indicators	11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures. 11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.			
Unit 8 Curricular Resources	NA			
Unit 8 Total Hours	10	Classroom	10	CC/CVE 0

College and Career Transition Plan (CCTP) Unit

Unit 9 Title	RCOE College and Career Transition Plan (CCTP)
Unit 9 Essential Question	Where will my decisions lead me to in life?
Unit 9 Description (3-5 Sentences)	<p>This unit of instruction links student interests to potential careers through exploration and research. Students will develop a post-secondary career plan that identifies and maps out a course of action that incorporates college and career opportunities. Within the twelve (12) topics, students will complete interest surveys, career-related documents (i.e., applications, resumes, letters of introduction, letters of recommendation), and mock interviews with the express goal of preparing students to graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. Additionally, students will analyze the importance of financial literacy through topics such as credit, creating a budget, and saving and investing.</p> <p>Lessons:</p> <ul style="list-style-type: none"> ● Work, Job, and Career ● The Career Plan ● Job Applications (Portfolios – Part 1) ● The Letter of Introduction (Portfolios – Part 2) ● Resume (Portfolios – Part 3) ● Letters of Recommendation (Portfolios – Part 4) ● Interviewing ● Career Research and Reflection ● Financial Literacy (Part 1 – The Basics) ● Financial Literacy (Part 2 – Credit) ● Financial Literacy (Part 3 – Creating a Budget) ● Financial Literacy (Part 4 – Saving and Investing)
Unit 9 Key Assignment	<ol style="list-style-type: none"> 1) RCOE College and Career Transition Guide: This project will incorporate the development of a 5-10-year career plan, preparing a portfolio (letter of introduction, resume, and letters of recommendation), and practicing job applications and mock interviews. 2) Financial Literacy: This project will include identifying elements and deductions on a paycheck, researching loan options based on creditworthiness, creating a budget, and planning for retirement.
Unit 9 Pathway Standard(s)	A1.0 Demonstrate ability to reorganize and integrate visual art elements across <u>digital media</u> and <u>design applications</u> .
Unit 9 Pathway – Performance Indicator(s)	A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
Unit 9 Anchor Standard(s)	3.0 Career Planning and Management
Unit 9 Anchor – Performance Indicators	<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.</p>

	3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.				
Unit 9 Curricular Resources	<i>The Job Hunting Handbook</i> (Dalstrom)				
Unit 9 Total Hours	10	Classroom	10	CC/CVE	0

Course Assessments

1st Semester Common Assessment	
Narrative	<p>In preparation for the final cumulative project, students will compile each unit key assignment project for the 1st semester in order to develop a digital portfolio. This process will include:</p> <ul style="list-style-type: none"> ● Creating a Google Shared Drive for each unit key assignment project. <ul style="list-style-type: none"> ○ Can be an alternative online resource, as long as it can be shared. ● Revising each project based on instructor feedback and scoring. <ul style="list-style-type: none"> ○ Each will be placed in the digital portfolio.

Final Common Assessment	
Narrative	<p>For the culminating project, students will compile each unit key assignment project (units 2-8) and finalize their digital portfolio. This process will include:</p> <ul style="list-style-type: none"> ● Continuing to utilize the previously developed Google Shared Drive for each unit key assignment project. <ul style="list-style-type: none"> ○ Can be an alternative online resource, as long as it can be shared. ● Revising each project based on instructor feedback and scoring. <ul style="list-style-type: none"> ○ Each will be placed in the digital portfolio. ● Develop a list sheet of each project for distribution. The list sheet will include: <ul style="list-style-type: none"> ○ A short description of each project (2-5 sentences). ○ A link and QR code to each project. ○ A link to a feedback survey. <ul style="list-style-type: none"> ■ The feedback survey will be created to evaluate each project. ■ The feedback survey will be provided to local businesses. <p>Upon completion, students will share their digital portfolio with local businesses in order to acquire their feedback on 3 projects. The goal is to inquire about the business' multimedia needs and present a project that would align to those needs. However, the focus is to acquire feedback from local businesses. Some feedback metrics for the survey could be:</p> <ul style="list-style-type: none"> ● Aesthetics ● Clarity ● Design ● Suggestions for revision

