

Washington Unified School District – Career Technical Education

**ADVANCED VIDEO PRODUCTION**

**DATE:** 2016-2017  
**INDUSTRY SECTOR:** Arts, Media and Entertainment Sector  
**PATHWAY:** Design, Visual and Media Arts  
**CBEDS TITLE:** Advanced Cinema/Film/Video Production  
**CBEDS CODE:** 5717

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	72	108

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Film and Video Editors	27-4032.00	Directors- Stage, Motion Pictures, Television, and Radio	27-2012.02
Camera Operators, Television, Video, and Motion Picture	27-4031.00	Media and Communication Equipment Workers, All Other	27-4099.00
Radio and Television Announcers	27-3011.00	Multimedia Artists and Animators	27-1014.00

**COURSE DESCRIPTION:**

Enter into the world of documentary film-making as you pursue exposes and breaking news, including helping to produce the weekly RCTV shows. Cover events and activities in and around the school in order to keep the student body, faculty and community informed as to what’s happening at River City. Learn how to read the news on camera, interview people and create news packages. Advanced Video Production students are required to cover after school activities including sporting events and other events or activities that happen throughout the year.

**A-G APPROVAL:** No

**ARTICULATION:**

College	Course Code
Sac City College	TAFILM 300

**PREREQUISITES:**

School	Prerequisite
River City High	Beginning Video Production with a grade of "C" or better in the course.

**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:**

- Adobe After Effects Certification Exam

**RECOMMENDED TEXTS:**

- n/a

**PROGRAM OF STUDY**

Grade	Fall	Spring	Year-Long	Course Name
9, 10, 11, 12			✓	Advanced Video Production
9, 10, 11, 12			✓	Beginning Film Production

I.	INTRODUCTION TO EXPOSITORY FILMMAKING	CR	Lab/ CC	Standards
	<p>A. An introduction to industry sector health and safety standards as well as ethical and legal responsibilities of filmmakers will be offered. Expanding the view of filmmaking to include the array of documentary film genres, discover the models of discourse available to the cinematic artist and broadcast professionals. Develop an individual “production company” that will guide course projects based on themes of community to global mindedness. Form small production teams that will, on a rotating bi-weekly basis, create RCTV segments from pre-production planning, to post-production computer based editing, to school and community wide publicity of the online webcast.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recall and adhere to industry sector health and safety standards as well as ethical and legal responsibilities of filmmakers.</li> <li>2. Recognize and define expository filmmaking over a variety of formats.</li> <li>3. Enhance understanding of broadcast careers by touring a local news station studio. (Entr C2.1, C4.1, C4.4, C9.4)</li> <li>4. Evaluate community and global themes that will focus expository work for the term.</li> <li>5. Formulate a personal mission and purpose, core values, and vision statement. (Entr C7.1, C7.3, C7.4)</li> <li>6. Understand the production development process required to produce a webcast. (Entr C4.1)</li> <li>7. Formulate expository segments for RCTV webcast. (Entr C3.3)</li> </ol>	8	4	<p><b>Academic:</b> LS: 11-12.1, 11-12.3 WHSST: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3 Career Planning and Management: 3.1, 3.2, 3.4 Problem Solving and Critical Thinking: 5.1, 5.3 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.5, 9.6 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.4</p> <p><b>CTE Pathway:</b> A1.1, A1.2, A1.3, A1.4, A3.1, A3.2, A4.1, A5.1, A8.1</p>
II.	EXPOSITORY MODEL	CR	Lab/ CC	Standards
	<p>A. Explore films, as well as various media products, produced using the expository model of documentary by way of a student generated analysis tool. Create a short film where the structure is grounded in a series of assertions backed up by evidence. The assertions may be presented through verbal commentary from a voice-over narrator, while images provide the evidence. Base the film’s content on a specified audience market’s trends based on research and analysis, in addition to advocating one’s own production company’s mission and values. Concurrently, work in small production teams to produce RCTV segments for webcast. Build upon beginning level equipment by learning more advanced industry standard equipment. Work safely, ethically, and respectfully in compliance with industry standards.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize, define, and analyze the expository model of discourse in media and film.</li> <li>2. Identify target markets, assess market trends, and deduce marketing</li> </ol>	8	14	<p><b>Academic:</b> LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6, 11-12.7 RLST: 11-12.3, 11-12.4, 11-12.9 WHSST: 11-12.1, 11-12.10, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p>

	<p>strategies through research. (Entr C6.3, C9.1)</p> <ol style="list-style-type: none"> <li>3. Discern differing arguments and advocate ideas that enhance students' community and worldview. (Entr C4.2)</li> <li>4. Produce a short documentary film, from pre-production through to editing and promotion, integrating predetermined criteria. (Entr C4.6, C9.6)</li> <li>5. Create finalized segments for webcast. (Entr C4.1)</li> <li>6. Communicate effectively, integrate team segments, and produce a unified broadcast for webcast. (Entr C3.3)</li> </ol>			<p><b>CTE Anchor:</b></p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p>Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.3, 8.6, 8.7</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>Demonstration and Application: 11.2</p> <p><b>CTE Pathway:</b></p> <p>A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A2.1, A2.2, A2.4, A2.6, A2.7, A2.8, A2.9, A3.1, A3.2, A3.3, A3.4, A3.5, A3.6, A4.1, A4.2, A4.3, A4.4, A5.1, A5.2, A5.3, A5.5, A6.1, A7.1, A7.2, A7.3, A7.4, A7.5, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6</p>
<b>III.</b>	<b>OBSERVATIONAL MODEL</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>A. Compare and contrast films, as well as various media products, produced using the observation model of documentary by way of a student generated analysis tool. Create a short film where the structure is grounded in the use of observations of an unobtrusive camera to create direct engagement with the everyday life of subjects. Base the film's content on a specified audience market's trends based on research and analysis, in addition to advocating one's own production company's mission and values. Concurrently, work in small production teams to produce RCTV segments for webcast. Build upon beginning level equipment by learning more advanced industry standard equipment. Work safely, ethically, and respectfully in compliance with industry standards.</p> <p>Students will be able to:</p>	8	14	<p><b>Academic:</b></p> <p>LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6</p> <p>RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6, 11-12.7</p> <p>RLST: 11-12.3, 11-12.4, 11-12.9</p> <p>WHSST: 11-12.1, 11-12.10, 11-12.2, 11-12.3, 11-12.4,</p>

	<ol style="list-style-type: none"> <li>1. Recognize, define, and analyze the observation model of discourse in media and film.</li> <li>2. Identify target markets, assess market trends, and deduce marketing strategies through research. (Entr C6.3, C9.1)</li> <li>3. Discern differing arguments and advocate ideas that enhance students' community and worldview. (Entr C4.2)</li> <li>4. Produce a short documentary film, from pre-production through to editing and promotion, integrating predetermined criteria. (Entr C4.6, C9.6)</li> <li>5. Create finalized segments for webcast. (Entr C4.1)</li> <li>6. Communicate effectively, integrate team segments, and produce a unified broadcast for webcast. (Entr C3.3)</li> </ol>			<p>11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p><b>CTE Anchor:</b></p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p>Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.3, 8.6, 8.7</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>Demonstration and Application: 11.2</p> <p><b>CTE Pathway:</b></p> <p>A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A2.1, A2.2, A2.4, A2.6, A2.7, A2.8, A2.9, A3.1, A3.2, A3.3, A3.4, A3.5, A3.6, A4.1, A4.2, A4.3, A4.4, A5.1, A5.2, A5.3, A5.5, A6.1, A7.1, A7.2, A7.3, A7.4, A7.5, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6</p>
<b>IV.</b>	<b>PARTICIPATORY MODEL</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>A. Evaluate films, as well as various media products, produced using the participatory model of documentary by way of a student generated analysis tool. Create a short film emphasizing the interaction between filmmaker and subjects. Expand upon industry typical interviews or other forms of even more direct involvement from conversations to provocations to distinguish the work. Research archival footage to examine historical issues and constructing deeper connections to the subject matter. Base the film's content on a specified audience market's trends based on research and analysis, in addition to advocating one's own production company's mission and values. Concurrently, work in small production teams to produce RCTV segments for</p>	8	14	<p><b>Academic:</b></p> <p>LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6</p> <p>RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6, 11-12.7</p> <p>RLST: 11-12.3, 11-12.4, 11-12.9</p>

webcast. Build upon beginning level equipment by learning more advanced industry standard equipment. Work safely, ethically, and respectfully in compliance with industry standards.

Students will be able to:

1. Recognize, define, and analyze the participatory model of discourse in media and film.
2. Identify target markets, assess market trends, and deduce marketing strategies through research. (Entr C6.3, C9.1)
3. Discern differing arguments and advocate ideas that enhance students' community and worldview. (Entr C4.2)
4. Produce a short documentary film, from pre-production through to editing and promotion, integrating predetermined criteria. (Entr C4.6, C9.6)
5. Create finalized segments for webcast. (Entr C4.1)
6. Communicate effectively, integrate team segments, and produce a unified broadcast for webcast. (Entr C3.3)

WHSST: 11-12.1, 11-12.10, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9

**CTE Anchor:**

Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4

Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7, 7.8

Ethics and Legal Responsibilities: 8.3, 8.6, 8.7

Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7

Technical Knowledge and Skills: 10.1, 10.2, 10.3

Demonstration and Application: 11.2

**CTE Pathway:**

A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A2.1, A2.2, A2.4, A2.6, A2.7, A2.8, A2.9, A3.1, A3.2, A3.3, A3.4, A3.5, A3.6, A4.2, A4.3, A4.4, A5.1, A5.2, A5.3, A5.5, A6.1, A7.1, A7.2, A7.3, A7.4, A7.5, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6

V.	ENTREPRENEURSHIP AND BUSINESS MANAGEMENT	CR	Lab/ CC	Standards
	<p>A. Evaluate personal goals in comparison to the steps required to earn a living in the film industry. Distinguish the differences between corporate studio versus independent and start-up production companies. Develop a hypothetical film production company as a small by way of incorporation, creation of a business plan, and strategizing the nuances of becoming and employer in conjunction with being a cinematic artist.</p> <p>Students will be able to:</p>	6	2	<p><b>Academic:</b>            LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.6            RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4</p>

	<ol style="list-style-type: none"> <li>1. Communicate a fundamental understanding of the film industry's business structure, the role of independent and corporate production companies in the local and national economy, and basic practices of adjacent businesses supporting the industry. (Entr C1.1)</li> <li>2. Understand the process of incorporating a business as an LLC and associated tax liabilities. (Entr C3.2, C11.2, C11.3)</li> <li>3. Research national, state, and local financial incentives to spending production funds in specific markets. (Entr C1.2)</li> <li>4. Write a film project specific business plan and financial plan. (Entr C1.2, C6.1, C6.2, C6.5, C8.6, 8.7)</li> <li>5. Demonstrate a fundamental understanding of the processes and responsibilities of becoming an employer and the four management functions: planning, organizing, staffing, and controlling. (Entr C5.2, C11.1, C11.4, C11.5, C11.6)</li> <li>6. Assess personal strengths and weaknesses in leadership in comparison to various leadership styles. (C2.2, C5.3)</li> <li>7. Synthesize and present compiled business management understanding in a multimedia presentation demonstrating a strong command standard English in a written and oral presentation.</li> </ol>			<p>RLST: 11-12.3, 11-12.4, 11-12.5, 11-12.7, 11-12.9</p> <p>WHSST: 11-12.1, 11-12.10, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p>A-SSE: 1a, 1</p> <p>A-CED: 1, 1.1, 3, 4</p> <p><b>CTE Anchor:</b></p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9</p> <p>Technology: 4.1, 4.2, 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.2, 6.6</p> <p>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.3, 11.4</p> <p><b>CTE Pathway:</b></p> <p>A5.6, A7.1, A7.2, A7.3, A7.4, A7.5, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6</p>
<b>VI.</b>	<b>POETIC MODEL</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>A. Assess films, as well as various media products, produced using the poetic model of documentary by way of a student generated analysis tool. Create a short film, perhaps bearing a close resemblance to experimental and avant-garde film, emphasizing visual associations, tonal or rhythmic qualities, description, and form. Base the film's content on a specified audience market's trends based on research and analysis, in addition to advocating one's own production company's mission and values. Concurrently, work in small production teams to produce RCTV segments for webcast. Build upon</p>	8	14	<p><b>Academic:</b></p> <p>LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6</p> <p>RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6, 11-12.7</p>

beginning level equipment by learning more advanced industry standard equipment. Work safely, ethically, and respectfully in compliance with industry standards.

Students will be able to:

1. Recognize, define, and analyze the poetic model of discourse in media and film.
2. Identify target markets, assess market trends, and deduce marketing strategies through research. (Entr C6.3, C9.1)
3. Discern differing arguments and advocate ideas that enhance students' community and worldview. (Entr C4.2)
4. Produce a short documentary film, from pre-production through to editing and promotion, integrating predetermined criteria. (Entr C4.6, C9.6)
5. Create finalized segments for webcast. (Entr C4.1)
6. Communicate effectively, integrate team segments, and produce a unified broadcast for webcast. (Entr C3.3)

RLST: 11-12.3,  
11-12.4, 11-12.6  
WHSST: 11-12.1,  
11-12.10, 11-12.2,  
11-12.3, 11-12.4,  
11-12.5, 11-12.6,  
11-12.7, 11-12.8,  
11-12.9

**CTE Anchor:**

Communications:  
2.1, 2.2, 2.3, 2.4,  
2.5, 2.6

Technology: 4.1,  
4.2, 4.3, 4.4, 4.5,  
4.6

Problem Solving  
and Critical  
Thinking: 5.1, 5.2,  
5.3, 5.4

Health and Safety:  
6.1, 6.2, 6.3, 6.4,  
6.5, 6.6

Responsibility and  
Flexibility: 7.2, 7.3,  
7.4, 7.5, 7.7, 7.8

Ethics and Legal  
Responsibilities:  
8.3, 8.6, 8.7

Leadership and  
Teamwork: 9.1,  
9.2, 9.3, 9.4, 9.5,  
9.6, 9.7

Technical  
Knowledge and  
Skills: 10.1, 10.2,  
10.3

Demonstration and  
Application: 11.2

**CTE Pathway:**

A1.1, A1.2, A1.3,  
A1.4, A1.5, A1.6,  
A1.7, A1.8, A1.9,  
A2.1, A2.2, A2.4,  
A2.6, A2.7, A2.8,  
A3.1, A3.2, A3.3,  
A3.4, A3.5, A3.6,  
A4.1, A4.2, A4.3,  
A4.4, A5.1, A5.2,  
A5.3, A5.5, A6.1,  
A7.1, A7.2, A7.3,  
A7.4, A7.5, A8.1,  
A8.2, A8.3, A8.4,  
A8.5, A8.6, A8.7

VII.	REFLEXIVE MODEL	CR	Lab/ CC	Standards
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A. Deconstruct films, as well as various media products, produced using the reflexive model of documentary by way of a student generated analysis tool. Create a short film, which could include the mockumentary format, calling attention to the assumptions and conventions that govern filmmaking, increasing the viewer's awareness of how film construct representations of reality. Base the film's content on a specified audience market's trends based on research and analysis, in addition to advocating one's own production company's mission and values. Concurrently, work in small production teams to produce RCTV segments for webcast. Build upon beginning level equipment by learning more advanced industry standard equipment. Work safely, ethically, and respectably in compliance with industry standards.

Students will be able to:

1. Recognize, define, and analyze the reflexive model of discourse in media and film.
2. Identify target markets, assess market trends, and deduce marketing strategies through research. (Entr C6.3, C9.1)
3. Discern differing arguments and advocate ideas that enhance students' community and worldview. (Entr C4.2)
4. Produce a short documentary film, from pre-production through to editing and promotion, integrating predetermined criteria. (Entr C4.6, C9.6)
5. Create finalized segments for webcast. (Entr C4.1)
6. Communicate effectively, integrate team segments, and produce a unified broadcast for webcast. (Entr C3.3)

8

14

**Academic:**

LS: 11-12.1,  
11-12.2, 11-12.3,  
11-12.6

RSIT: 11-12.1,  
11-12.2, 11-12.3,  
11-12.5, 11-12.6,  
11-12.7

RLST: 11-12.3,  
11-12.4, 11-12.9

WHSST: 11-12.1,  
11-12.10, 11-12.2,  
11-12.3, 11-12.4,  
11-12.5, 11-12.6,  
11-12.7, 11-12.8,  
11-12.9

**CTE Anchor:**

Communications:  
2.1, 2.2, 2.3, 2.4,  
2.5, 2.6

Technology: 4.1,  
4.2, 4.3, 4.4, 4.5,  
4.6

Problem Solving  
and Critical  
Thinking: 5.1, 5.2,  
5.3, 5.4

Health and Safety:  
6.1, 6.2, 6.3, 6.4,  
6.5, 6.6

Responsibility and  
Flexibility: 7.2, 7.3,  
7.4, 7.5, 7.7, 7.8

Ethics and Legal  
Responsibilities:  
8.3, 8.6, 8.7

Leadership and  
Teamwork: 9.1,  
9.2, 9.3, 9.4, 9.5,  
9.6, 9.7

Technical  
Knowledge and  
Skills: 10.1, 10.2,  
10.3

Demonstration and  
Application: 11.2

**CTE Pathway:**

A1.1, A1.2, A1.3,  
A1.4, A1.5, A1.6,  
A1.7, A1.8, A1.9,  
A2.1, A2.2, A2.4,  
A2.6, A2.7, A2.8,  
A2.9, A3.1, A3.2,  
A3.3, A3.4, A3.5,  
A3.6, A4.1, A4.2,  
A4.3, A4.4, A5.1,  
A5.2, A5.3, A5.5,  
A6.1, A7.1, A7.2,  
A7.3, A7.4, A7.5,  
A8.1, A8.2, A8.3,  
A8.4, A8.5, A8.6

VIII.	PERFORMATIVE MODEL	CR	Lab/ CC	Standards
	<p>A. Analyze films, as well as various media products, produced using the performative model of documentary by way of a student generated analysis tool. Create a short film that rejects objectivity favoring emotion, highlighting the subjective or expressive aspect of the filmmaker's own involvement with a subject to heighten the audience's responsiveness to the subject and to this involvement. Base the film's content on a specified audience market's trends based on research and analysis, in addition to advocating one's own production company's mission and values. Concurrently, work in small production teams to produce RCTV segments for webcast. Build upon beginning level equipment by learning more advanced industry standard equipment. Work safely, ethically, and respectfully in compliance with industry standards.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize, define, and analyze the performative model of discourse in media and film.</li> <li>2. Identify target markets, assess market trends, and deduce marketing strategies through research. (Entr C6.3, C9.1)</li> <li>3. Discern differing arguments and advocate ideas that enhance students' community and worldview. (Entr C4.2)</li> <li>4. Produce a short documentary film, from pre-production through to editing and promotion, integrating predetermined criteria. (Entr C4.6, C9.6)</li> <li>5. Create finalized segments for webcast. (Entr C4.1)</li> <li>6. Communicate effectively, integrate team segments, and produce a unified broadcast for webcast. (Entr C3.3)</li> </ol>	8	14	<p><b>Academic:</b>  LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6  RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6, 11-12.7  RLST: 11-12.3, 11-12.4, 11-12.9  WHSST: 11-12.1, 11-12.10, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p><b>CTE Anchor:</b>  Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6  Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6  Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4  Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6  Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7, 7.8  Ethics and Legal Responsibilities: 8.3, 8.6, 8.7  Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7  Technical Knowledge and Skills: 10.1, 10.2, 10.3  Demonstration and Application: 11.2</p> <p><b>CTE Pathway:</b>  A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A2.1, A2.2, A2.4, A2.6, A2.7, A2.8, A2.9, A3.1, A3.2, A3.3, A3.4, A3.5, A3.6, A4.1, A4.2, A4.3, A4.4, A5.1, A5.2, A5.3, A5.5, A6.1, A7.1, A7.2,</p>

				A7.3, A7.4, A7.5, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6
<b>IX.</b>	<b>FILM FESTIVAL</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>A. Analyze films, as well as various media products, produced using the performative model of documentary by way of a student generated analysis tool. Create a short film that rejects objectivity favoring emotion, highlighting the subjective or expressive aspect of the filmmaker's own involvement with a subject to heighten the audience's responsiveness to the subject and to this involvement. Base the film's content on a specified audience market's trends based on research and analysis, in addition to advocating one's own production company's mission and values. Concurrently, work in small production teams to produce RCTV segments for webcast. Build upon beginning level equipment by learning more advanced industry standard equipment. Work safely, ethically, and respectfully in compliance with industry standards.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize, define, and analyze the performative model of discourse in media and film.</li> <li>2. Students will identify target markets, assess market trends, and deduce marketing strategies through research. (Entr C6.3, C9.1)</li> <li>3. Discern differing arguments and advocate ideas that enhance students' community and worldview. (Entr C4.2)</li> <li>4. Produce a short documentary film, from pre-production through to editing and promotion, integrating predetermined criteria. (Entr C4.6, C9.6)</li> </ol>	4	16	<p><b>Academic:</b>  LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6  RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6, 11-12.7  RLST: 11-12.3, 11-12.4, 11-12.9  WHSST: 11-12.1, 11-12.10, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p><b>CTE Anchor:</b>  Communications: 2.1, 2.2, 2.3, 2.4, 2.6  Technology: 4.1, 4.2, 4.3, 4.5  Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4  Health and Safety: 6.6  Responsibility and Flexibility: 7.4, 7.5, 7.7  Ethics and Legal Responsibilities: 8.3, 8.7  Leadership and Teamwork: 9.6, 9.7  Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4  Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p><b>CTE Pathway:</b>  A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A5.5, A5.6, A7.2, A7.3, A7.4, A7.5, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6,</p>

X.	SOFT SKILLS	CR	Lab/ CC	Standards
	<p>A. An important component of being career and college ready is for the students to gain “soft skills” during their time in high school. The CTE Department has committed to including the following objectives into their 10th grade pathway classes, which will allow the students to receive a badge upon completion of the course.</p> <p>1. Students will be able to:</p> <ol style="list-style-type: none"> <li>a. Fill out an application.</li> <li>b. Write a cover letter.</li> <li>c. Compose a resume.</li> <li>d. Create a professional email.</li> <li>e. Participate in a mock interview where they will be scored on dress attire, composure, answering open-ended questions.</li> <li>f. Know how to resign.</li> </ol>	6	2	<p style="text-align: right;">A8.7</p> <p><b>Academic:</b>            LS: 11-12.1, 11-12.2            WHSST: 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6</p> <p><b>CTE Anchor:</b>            Communications: 2.1, 2.2, 2.3, 2.4, 2.5            Career Planning and Management: 3.1, 3.2, 3.3            Technology: 4.1, 4.2            Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4            Health and Safety: 6.2, 6.6            Responsibility and Flexibility: 7.4, 7.7            Ethics and Legal Responsibilities: 8.7            Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6            Technical Knowledge and Skills: 10.2, 10.4            Demonstration and Application: 11.1, 11.3, 11.4</p> <p><b>CTE Pathway:</b>            A7.1, A7.2, A7.3, A7.4, A7.5, A8.5, A8.6</p>

**Submitted by:**

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