

## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

### San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

<b>Course Length:</b> 2 Semesters	<b>Classroom Instruction:</b> 180 hours
<b>SUHSD Course Number:</b>	<b>Grade Level:</b> 11, 12
<b>SDCOE Course Number:</b>	<b>SDCOE Total Hours:</b>
<b>CBEDS Number/Title:</b>	<b>Year of Implementation:</b>
<b>Course Pre-requisites:</b> None	<b>Articulation (school/credits):</b> None
<b>CTE Industry Sector:</b> Arts, Media and Entertainment	<b>CTE Pathway(s):</b> Media and Design Arts, Production and Managerial Arts
<b>Job Titles:</b> Film and Video Editors, Photographic Process Workers, Processing Machine Operator, Producers, Photographers, Prepress Technicians, Workers Directors- Stage, Motion Pictures, Television, Radio, Multimedia Artists, Animators, Camera Operators, Television, Video, Motion Picture	
<b>Credential Information:</b> Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Arts, Media and Entertainment	
<b>Required Textbooks:</b> Handbook of New Media: Student Edition January 2006, Sage Publications, Lievrouw & Livingston Art Talk, Ragans Pause & Effect - the art of interactive narrative, Meadows Digital Art – Paul Universal Principles of Design – Lidwell, Holden & Butler Developing Digital Short Films, Sheridan	
<b>Course Description:</b> This course provides entry level training in the TV, Film & Digital Media. Instruction covers the following areas of Computer Multimedia Applications, Media Production, Pre-Production and Post-Production, Distribution and Formats and Digital Audio Production. Students will use computers, video cameras, tripods, microphones, lights, and industry software: Final Cut Express. Approximately 260 hours are needed to complete this course.	

# CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

## **Semester 1**

- Unit 1: Introduction to Media Production Technology
- Unit 2: Job Descriptions & Employment Opportunities
- Unit 3: Basic Safety
- Unit 4: Introduction to Computer Operation
- Unit 5: Introduction to Computer Multimedia Applications
- Unit 6: The Creative Process
- Unit 7: Production Roles
- Unit 8: Introduction to Script Writing & Storyboards for Film, Video and Digital Media
- Unit 9: Video Production

## **Semester 2**

- Unit 1: Audio Recording
- Unit 2: Distribution
- Unit 3: Film/Video Theories & Techniques
- Unit 4: Film Study
- Unit 5: Industry Practices and Responsibilities
- Unit 6: Film /Video Projects
- Unit 7: Media Careers

## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 1 - Unit 1 – Introduction to Media Production Technology (2 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>1A</b> - Demonstrates appropriate human relations skills.</p> <p><b>1B</b> - Demonstrates language and math skills inherent in media production.</p> <p><b>1C</b> - Demonstrates an understanding of media production terminology.</p> <p><b>1D</b> – Demonstrates care in the handling of media production hardware and software.</p> <p><b>1E</b> - Demonstrates knowledge of and concern for production values.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>B3.1</b> Understand the appropriate peripherals and hardware needed to achieve maximum productivity for various projects.</p> <p><b><u>Core Academic:</u></b>  <b>*ELA/WS/G9-10/</b>  <b>1.5</b> Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>	<p><b>A:</b> Production environments</p> <p><b>B:</b> Hardware and software</p> <p><b>C:</b> Aesthetics</p>	<p><b><u>Teacher and Student Resources:</u></b>  <i>*Supplemental Instructional Materials:</i>                      -Handbook of New Media: Student Edition January 2006, Sage Publications, Lievrouw &amp; Livingston                      -Art Talk, Ragans                      - Pause &amp; Effect - the art of interactive narrative, Meadows                      - Digital Art – Paul                      -Universal Principles of Design – Lidwell, Holden &amp; Butler                      -Developing Digital Short Films, Sheridan                      - The Non-Designer’s Design Book, Williams                      -The Elements of Color, Itten                      -Creating Motion Graphics, Meyer &amp; Meyer                      - Designing a Digital Portfolio, Baron                      - Digital Character Animation 2 (vol. 1&amp;2), Maestri                      - The Art of 3-D Computer Animation and Imaging, Kerlow                      -Various publications on Flash development:                      - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman                      -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman                      -Flash Web Design, Curtis                      - Flash MX Actionscript Bible,</p>

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			Reinhardt -Software Reference manuals: -Adobe Classroom In A Book series
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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

Semester 1 - Unit 2 – Job Descriptions & Employment Opportunities (2 hours)			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>2A</b> - Demonstrates awareness of advanced career &amp; educational opportunities and the need for continuous education.</p> <p><b>3A</b> - Identifies key elements of industry planning.</p> <p><b>3B</b> - Identifies key elements of management.</p> <p><b>3C</b> - Understands the industry finance.</p> <p><b>3D</b> - Understands the underlying principles of technology.</p> <p><b>3E</b> - Identifies the labor, regulatory, &amp; legal issues.</p> <p><b>4A</b> - Works independently &amp; collaboratively.</p> <p><b>4B</b> - Communicates effectively &amp; appropriately.</p> <p><b>4C</b> - Performs reliably &amp; responsibly.</p> <p><b>4D</b> - Respects diversity.</p> <p><b>4E</b> - Is punctual &amp; dependable</p> <p><b>4F</b> - Follows directions.</p> <p><b>4G</b> - Works well with minimum supervision.</p> <p><b>4H</b> - Is cooperative.</p> <p><b>4I</b> - Identifies the labor, regulatory, &amp; legal issues.</p> <p><b>4J</b> - Meets job standards of neatness &amp; grooming.</p> <p><b>4K</b> - Responds appropriately to constructive criticism.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>B1.5</b> Understand the development and management process of a show (e.g., television programs, musicals, and radio programs).  <b>*IT/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b>3.7</b> Explore career opportunities in business through such programs as virtual enterprise, work experience, and internships.</p> <p><b><u>Core Academic:</u></b>  <b>*IT/C/2.3WO/ELC/G9-10/</b>  <b>1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).  <b>1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p>	<p><b>A:</b> Production opportunities</p> <p><b>B:</b> Technical opportunities</p> <p><b>C:</b> Self-employment</p>	<p><b><u>Teacher and Student Resources:</u></b>  <b>*Supplemental Instructional Materials:</b>                      -Handbook of New Media: Student Edition January 2006,Sage Publications, Lievrouw &amp; Livingston                      -Art Talk, Ragans                      - Pause &amp; Effect - the art of interactive narrative, Meadows                      - Digital Art – Paul                      -Universal Principles of Design – Lidwell, Holden &amp; Butler                      -Developing Digital Short Films, Sheridan                      - The Non-Designer's Design Book, Williams                      -The Elements of Color, Itten                      -Creating Motion Graphics, Meyer &amp; Meyer                      - Designing a Digital Portfolio, Baron                      - Digital Character Animation 2 (vol. 1&amp;2), Maestri                      - The Art of 3-D Computer Animation and Imaging, Kerlow                      -Various publications on Flash development:                      - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman                      -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman                      -Flash Web Design, Curtis                      - Flash MX Actionscript Bible, Reinhardt                      -Software Reference manuals:                      -Adobe Classroom In A Book series</p>

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<u>Semester 1- Unit 3 – Basic Safety (2 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>5A</b> - Demonstrates safe production practices &amp; equipment operation.</p> <p><b>5B</b> - Follows safety procedures &amp; practices.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/HS/</b>  <b>6.1</b> Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.3</b> Understand the environmental and ergonomic risks associated with the use of business equipment and the financial impact of an unsafe work environment.</p> <p><b><u>Core Academic:</u></b>  <b>*AME/A/1.1M/MR/G7/</b>  <b>1.3</b> Determine when and how to break a problem into simpler parts.  <b>*AME/C/2.2W/WSA/G11-12/</b>  <b>1.8</b> Integrate databases, graphics, and spreadsheets into word-processed documents.</p>	<p><b>A:</b> Safe equipment operation</p> <p><b>B:</b> Safe production environment</p>	<p><b><u>Teacher and Student Resources:</u></b>  *Supplemental Instructional Materials:  -Handbook of New Media: Student Edition January 2006,Sage Publications, Lievrouw &amp; Livingston  -Art Talk, Ragans  - Pause &amp; Effect - the art of interactive narrative, Meadows  - Digital Art – Paul  -Universal Principles of Design – Lidwell, Holden &amp; Butler  -Developing Digital Short Films, Sheridan  - The Non-Designer's Design Book, Williams  -The Elements of Color, Itten  -Creating Motion Graphics, Meyer &amp; Meyer  - Designing a Digital Portfolio, Baron  - Digital Character Animation 2 (vol. 1&amp;2), Maestri  - The Art of 3-D Computer Animation and Imaging, Kerlow  -Variou publications on Flash development:  - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman  -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman</p>

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			<ul style="list-style-type: none"><li>-Flash Web Design, Curtis</li><li>- Flash MX Actionscript Bible, Reinhardt</li><li>-Software Reference manuals:</li><li>-Adobe Classroom In A Book series</li></ul>
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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 1 - Unit 4 – Introduction to Computer Operation (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>6A</b> - Demonstrates basic computer operation &amp; terminology.</p> <p><b>6B</b> - Comprehends document paths, extensions and file formats.</p> <p><b>6C</b> - Understands local area networks.</p> <p><b>6D</b> - Demonstrates proficiency in computer file management and organization.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>B2.1</b> Know multiple ways in which to transfer information and resources (e.g., text, data, sound, video, still images) between software programs and systems.  <b>B3.1</b> Understand the appropriate peripherals and hardware needed to achieve maximum productivity for various projects.</p> <p><b><u>Core Academic:</u></b>  <b>*ELA/RC/G9-10/</b>  <b>2.6</b> Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).</p>	<p><b>A:</b> Macintosh</p> <p><b>B:</b> Windows</p> <p><b>C:</b> Networks</p>	<p><b><u>Teacher and student Resources:</u></b>            *Supplemental Instructional Materials:            -Handbook of New Media: Student Edition January 2006, Sage Publications, Lievrouw &amp; Livingston            -Art Talk, Ragans            - Pause &amp; Effect - the art of interactive narrative, Meadows            - Digital Art – Paul            -Universal Principles of Design – Lidwell, Holden &amp; Butler            -Developing Digital Short Films, Sheridan            - The Non-Designer’s Design Book, Williams            -The Elements of Color, Itten            -Creating Motion Graphics, Meyer &amp; Meyer            - Designing a Digital Portfolio, Baron            - Digital Character Animation 2 (vol. 1&amp;2), Maestri            - The Art of 3-D Computer Animation and Imaging, Kerlow            -Various publications on Flash development:            - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman            -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman            -Flash Web Design, Curtis            - Flash MX Actionscript Bible,</p>



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<u>Semester 1 - Unit 5 – Introduction to Computer Multimedia Applications (20 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>7A</b> - Demonstrates an understanding of basic terminology, techniques, software &amp; hardware related to computer graphics.</p> <p><b>7B</b> - Demonstrates an understanding of computer graphic design considerations.</p> <p><b>7C</b> - Produces two-dimensional computer graphic images utilizing a variety of graphic applications &amp; output devices.</p> <p><b>7D</b> - Demonstrates knowledge of art aesthetics.</p> <p><b>8A</b> - Operates video editing applications.</p> <p><b>8B</b> - Captures digital video to computer using non-linear editing software.</p> <p><b>8C</b> - Imports and exports video and sound clips.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>B1.1</b> Know the basic functions of media design software, such as key frame animation, two-dimensional design, and three-dimensional design.  <b>B1.2</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.  <b>B1.6</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.  <b>B2.1</b> Know multiple ways in which to transfer information and resources (e.g., text, data, sound, video, still images) between software programs and systems.  <b>B3.2</b> Know how to identify and integrate various types of peripherals and hardware to meet project requirements.  <b>B3.3</b> Use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.  <b>B3.4</b> Understand the types of media storage and the use of appropriate file formats, and know how to convert data between media and file formats.</p> <p><b><u>Core Academic:</u></b>  <b>*ELA/WS/G9-10/</b>  <b>1.5</b> Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>	<p><b>A: Software</b>            1. Graphics application            2. Video editing applications            3. Video compositing applications            4. Audio applications</p> <p><b>B: Hardware</b>            1. Computers            2. Input devices            3. Storage devices            4. Output devices</p>	<p><b><u>Teacher and Student Resources:</u></b>            *Supplemental Instructional Materials:            -Handbook of New Media: Student Edition January 2006, Sage Publications, Lievrouw &amp; Livingston            -Art Talk, Ragans            - Pause &amp; Effect - the art of interactive narrative, Meadows            - Digital Art – Paul            -Universal Principles of Design – Lidwell, Holden &amp; Butler            -Developing Digital Short Films, Sheridan            - The Non-Designer’s Design Book, Williams            -The Elements of Color, Itten            -Creating Motion Graphics, Meyer &amp; Meyer            - Designing a Digital Portfolio, Baron            - Digital Character Animation 2 (vol. 1&amp;2), Maestri            - The Art of 3-D Computer Animation and Imaging, Kerlow            -Various publications on Flash development:            - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman            -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman            -Flash Web Design, Curtis            - Flash MX Actionscript Bible,</p>

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<u>Semester 1 - Unit 6 – The Creative Process (9 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>9A</b> - Approaches video projects that illustrate a personal vision and aesthetic.</p> <p><b>9B</b> - Demonstrates originality and creativity.</p> <p><b>9C</b> - Identifies and incorporates social themes.</p> <p><b>9D</b> - Develops visual style and design that is supportive of the content.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>B3.3</b> Use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.  <b>B4.1</b> Use a logical and structured approach to isolate and identify the source of problems and to resolve problems.</p> <p><b><u>Core Academic:</u></b>  <b>*VA/CE/PR/</b>  <b>2.6</b> Create a two- or three-dimensional work of art that addresses a social issue.  <b>*VA/AE/PR/</b>  <b>4.1</b> Articulate how personal beliefs, cultural traditions, and current social, political contexts influence the interpretation of the meaning or message in a work of art.  <b>4.2</b> Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.</p>	<p><b>A:</b> Brainstorming</p> <p><b>B:</b> Visualization</p> <p><b>C:</b> Social consciousness</p>	<p><b><u>Teacher and Student Resources:</u></b>  <b>*Supplemental Instructional Materials:</b>                      -Handbook of New Media: Student Edition January 2006,Sage Publications, Lievrouw &amp; Livingston                      -Art Talk, Ragans                      - Pause &amp; Effect - the art of interactive narrative, Meadows                      - Digital Art – Paul                      -Universal Principles of Design – Lidwell, Holden &amp; Butler                      -Developing Digital Short Films, Sheridan                      - The Non-Designer’s Design Book, Williams                      -The Elements of Color, Itten                      -Creating Motion Graphics, Meyer &amp; Meyer                      - Designing a Digital Portfolio, Baron                      - Digital Character Animation 2 (vol. 1&amp;2), Maestri                      - The Art of 3-D Computer Animation and Imaging, Kerlow                      -Various publications on Flash development:                      - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman                      -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman                      -Flash Web Design, Curtis</p>

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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 1 - Unit 7 – Production Roles (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>10A</b> - Demonstrates the skills needed to act as production manager on a video project.</p> <p><b>10B</b> - The skills needed to act as director on a video/film production.</p> <p><b>10C</b> - The skills needed to act as producer on a video/film production.</p> <p><b>10D</b> - Basic terminology, techniques, software and hardware related to producing a video/film production.</p> <p><b>10E</b> - Basic terminology, techniques, software and equipment relating to producing video/film scripts and storyboards.</p> <p><b>10F</b> - Basic terminology, techniques, software and hardware related to producing video/film budgeting and scheduling.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>B1.3</b> Analyze the purpose of the media to determine the appropriate file format and level of compression.  <b>B1.5</b> Understand the development and management process of a show (e.g., television programs, musicals, and radio programs).  <b>B4.2</b> Know the available resources for identifying and resolving problems.  <b>B4.3</b> Use technical writing and communication skills to work effectively with diverse groups of people.</p> <p><b><u>Core Academic:</u></b>  <b>*ELA/WS/G9-10/</b>  <b>1.5</b> Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>	<p><b>A:</b> Preproduction</p> <p><b>B:</b> Production</p> <p><b>C:</b> Post Production</p>	<p><b><u>Teacher and Student Resources:</u></b>  <i>*Supplemental Instructional Materials:</i>                      -Handbook of New Media: Student Edition January 2006,Sage Publications, Lievrouw &amp; Livingston                      -Art Talk, Ragans                      - Pause &amp; Effect - the art of interactive narrative, Meadows                      - Digital Art – Paul                      -Universal Principles of Design – Lidwell, Holden &amp; Butler                      -Developing Digital Short Films, Sheridan                      - The Non-Designer’s Design Book, Williams                      -The Elements of Color, Itten                      -Creating Motion Graphics, Meyer &amp; Meyer                      - Designing a Digital Portfolio, Baron                      - Digital Character Animation 2 (vol. 1&amp;2), Maestri                      - The Art of 3-D Computer Animation and Imaging, Kerlow                      -Various publications on Flash development:                      - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman                      -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman                      -Flash Web Design, Curtis                      - Flash MX Actionscript Bible, Reinhardt                      -Software Reference manuals:                      -Adobe Classroom In A Book series</p>

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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 1 - Unit 8 – Introduction to Script Writing &amp; Storyboards for Film, Video and Digital Media (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>11A</b> - Demonstrates ability to develop a project proposal.</p> <p><b>11B</b> - Demonstrates ability to write and format a synopsis, treatment and script.</p> <p><b>11C</b> - Demonstrates ability to sketch storyboards.</p> <p><b>11D</b> - Demonstrates ability to develop an art design plan and props list.</p> <p><b>11E</b> - Demonstrates ability to develop a shot list.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>B1.4</b> Analyze media and develop strategies that target the specific needs and desires of the audience.</p> <p><b><u>Core Academic:</u></b>  <b>*ELA/WA/G9-10/</b>  <b>2.1</b> Write biographical or autobiographical narratives or short stories:  <b>a.</b> Relate a sequence of events and communicate the significance of the events to the audience.</p>	<p><b>A:</b> Proposal</p> <p><b>B:</b> Treatment</p> <p><b>C:</b> Sequence outline and storyboard</p> <p><b>D:</b> Production script</p> <p><b>E:</b> Writing narration</p>	<p><b><u>Teacher and Student Resources:</u></b>  <b>*Supplemental Instructional Materials:</b>                      -Handbook of New Media: Student Edition January 2006,Sage Publications, Lievrouw &amp; Livingston                      -Art Talk, Ragans                      - Pause &amp; Effect - the art of interactive narrative, Meadows                      - Digital Art – Paul                      -Universal Principles of Design – Lidwell, Holden &amp; Butler                      -Developing Digital Short Films, Sheridan                      - The Non-Designer’s Design Book, Williams                      -The Elements of Color, Itten                      -Creating Motion Graphics, Meyer &amp; Meyer                      - Designing a Digital Portfolio, Baron                      - Digital Character Animation 2 (vol. 1&amp;2), Maestri                      - The Art of 3-D Computer Animation and Imaging, Kerlow                      -Various publications on Flash development:                      - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman                      -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman                      -Flash Web Design, Curtis                      - Flash MX Actionscript Bible,</p>



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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

Semester 1 - Unit 9 – Video Production (30 hours)			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>12A</b> – Demonstrates the ability to create a production budget.</p> <p><b>12B</b> – Demonstrates the ability to create production schedules.</p> <p><b>12C</b> – Demonstrates the ability to create an equipment checklist.</p> <p><b>12D</b> – Demonstrates the ability to scout and determine locations for filming.</p> <p><b>12E</b> – Demonstrates the ability to cast actors for film roles.</p> <p><b>12F</b> – Demonstrates the ability to create a "Call Log.</p> <p><b>12G</b> – Demonstrates organizational skills and competency in sound recording.</p> <p><b>13A</b> – Demonstrates an understanding of basic terminology, techniques, software and hardware related to producing a single-camera video production.</p> <p><b>13B</b> – Demonstrates an understanding of basic terminology, techniques and hardware related to producing quality video, audio and lighting of a single-camera video production.</p> <p><b>13C</b> – Demonstrates the ability to produce a short single-camera video</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>B1.3</b> Analyze the purpose of the media to determine the appropriate file format and level of compression.  <b>B1.6</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.  <b>B3.3</b> Use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.</p> <p><b><u>Core Academic:</u></b>  <b>*VA/VE/PR/</b>  <b>2.3</b> Develop and refine skill in the manipulation of digital imagery (either still or video).  <b>2.6</b> Create a two- or three-dimensional work of art that addresses a social issue.</p> <p><b>*ELA/WS/G9-10/</b>  <b>1.5</b> Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).  <b>*IT/C/2.3WO/ELC/G9-10/</b>  <b>1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).  <b>*IT/C/2.3WO/ELC/G9-10/</b>  <b>1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper</p>	<p><b>A:</b> Single camera video production process</p> <ol style="list-style-type: none"> <li>1. Preproduction</li> <li>2. Production</li> <li>3. Postproduction</li> </ol> <p><b>B:</b> Production elements</p> <ol style="list-style-type: none"> <li>1. Compositions</li> <li>2. Shot descriptions</li> <li>3. Camera and subject movement</li> <li>4. Sound</li> <li>5. Lighting</li> </ol> <p><b>C:</b> Single Camera video production</p> <ol style="list-style-type: none"> <li>1. Camcorder operation</li> <li>2. Tripod</li> <li>3. Microphones</li> <li>4. Lighting</li> </ol> <p><b>D:</b> Video postproduction</p> <ol style="list-style-type: none"> <li>1. Logging and capture</li> <li>2. Video compositing</li> <li>3. Non-linear editing</li> <li>4. Special effects</li> </ol>	<p><b><u>Teacher and Student Resources:</u></b>  <b>*Supplemental Instructional Materials:</b>                      -Handbook of New Media: Student Edition January 2006, Sage Publications, Lievrouw &amp; Livingston                      -Art Talk, Ragans                      - Pause &amp; Effect - the art of interactive narrative, Meadows                      - Digital Art – Paul                      -Universal Principles of Design – Lidwell, Holden &amp; Butler                      -Developing Digital Short Films, Sheridan                      - The Non-Designer's Design Book, Williams                      -The Elements of Color, Itten                      -Creating Motion Graphics, Meyer &amp; Meyer                      - Designing a Digital Portfolio, Baron                      - Digital Character Animation 2 (vol. 1&amp;2), Maestri                      - The Art of 3-D Computer Animation and Imaging, Kerlow                      -Various publications on Flash development:                      - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman                      -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman                      -Flash Web Design, Curtis                      - Flash MX Actionscript Bible,</p>

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<p>production.</p> <p><b>13D</b> – Demonstrates an understanding of video formats and ratios.</p> <p><b>13E</b> – Demonstrates an understanding and application of setups and composition.</p> <p><b>13F</b> – Demonstrates an understanding and application of light theory.</p> <p><b>13G</b> – Demonstrates an understanding and application of color theory.</p> <p><b>13H</b> – Demonstrates an understanding and application of camera operation skills.</p> <p><b>13I</b> – Demonstrates an understanding of continuity.</p> <p><b>13J</b> – Demonstrates an understanding and application of sound design theory during filming.</p> <p><b>14A</b> - Understands basic terminology, techniques, software and hardware related to digital video non-linear post-production process.</p> <p><b>14B</b> - Understands non-linear video editing techniques, including transitions and motion graphics using key frames.</p> <p><b>14C</b> - Understands video compositing, including animation and chromakey.</p> <p><b>14D</b> - Understands sound design and aesthetics.</p> <p><b>14E</b> - Understands codecs and formats for optimizing</p>	<p>placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p>		<p>Reinhardt</p> <ul style="list-style-type: none"> <li>-Software Reference manuals:</li> <li>-Adobe Classroom In A Book series</li> </ul>
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and exporting finished videos to different media.			
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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 2 - Unit 1 – Audio Recording (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>15A</b> – Demonstrates basic terminology, techniques, software and hardware related to digital audio production.</p> <p><b>15B</b> – Demonstrates ability to use a variety of audio production equipment, including microphones, mixers and related equipment.</p> <p><b>15C</b> – Demonstrates ability to Multi-track digital audio recording utilizing a computer and audio production software.</p> <p><b>15D</b> – Demonstrates advanced recording practices such as foley, ADR and soundtrack scoring.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/MDAP/</b>  <b>A2.1</b> Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.  <b>A2.2</b> Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.  <b>A2.3</b> Use technology to create a variety of audio, visual, written, and electronic products and presentations.  <b>A2.4</b> Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).  <b>A2.5</b> Know the writing processes, formats, and conventions used for various media.  <b>A2.6</b> Understand technical support related to various media and design arts.</p> <p><b><u>Core Academic:</u></b>  <b>*ELA/WS/G9-10/</b>  <b>1.5</b> Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>	<p><b>A:</b> Software and hardware</p> <p><b>B:</b> Musical considerations</p>	<p><b><u>Teacher and Student Resources:</u></b>  <b>*Supplemental Instructional Materials:</b>                      -Handbook of New Media: Student Edition January 2006,Sage Publications, Lievrouw &amp; Livingston                      -Art Talk, Ragans                      - Pause &amp; Effect - the art of interactive narrative, Meadows                      - Digital Art – Paul                      -Universal Principles of Design – Lidwell, Holden &amp; Butler                      -Developing Digital Short Films, Sheridan                      - The Non-Designer’s Design Book, Williams                      -The Elements of Color, Itten                      -Creating Motion Graphics, Meyer &amp; Meyer                      - Designing a Digital Portfolio, Baron                      - Digital Character Animation 2 (vol. 1&amp;2), Maestri                      - The Art of 3-D Computer Animation and Imaging, Kerlow                      -Various publications on Flash development:                      - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman                      -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman                      -Flash Web Design, Curtis                      - Flash MX Actionscript Bible,</p>

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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 2 - Unit 2 – Distribution (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>16A</b> – Demonstrates an understanding of basic terminology, techniques, software and hardware related to media distribution.</p> <p><b>16B</b> - The ability to optimize and export video to multiple formats.</p> <p><b>16C</b> - The ability to author and produce a DVD.</p> <p><b>16D</b> - The ability to upload a video to the internet.</p> <p><b>16E</b> - Develop a marketing strategy.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/MDAP/</b>  <b>A2.2</b> Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.  <b>A2.3</b> Use technology to create a variety of audio, visual, written, and electronic products and presentations.  <b><u>Core Academic:</u></b>  <b>*ELA/WS/G9-10/</b>  <b>1.5</b> Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).  <b>*ELA/LS/G9-10/</b>  <b>2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):  <b>a.</b> Structure ideas and arguments in a coherent, logical fashion.  <b>b.</b> Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).  <b>c.</b> Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.  <b>d.</b> Anticipate and address the listener's concerns and counterarguments.</p>	<p><b>A:</b> Video for the web            1. Streaming video            2. Digital downloads</p> <p><b>B:</b> Videotape and Disc</p> <p><b>C:</b> Broadcast</p>	<p><b><u>Teacher and Student Resources:</u></b>  <b>*Supplemental Instructional Materials:</b>            -Handbook of New Media: Student Edition January 2006, Sage Publications, Lievrouw &amp; Livingston            -Art Talk, Ragans            - Pause &amp; Effect - the art of interactive narrative, Meadows            - Digital Art – Paul            -Universal Principles of Design – Lidwell, Holden &amp; Butler            -Developing Digital Short Films, Sheridan            - The Non-Designer's Design Book, Williams            -The Elements of Color, Itten            -Creating Motion Graphics, Meyer &amp; Meyer            - Designing a Digital Portfolio, Baron            - Digital Character Animation 2 (vol. 1&amp;2), Maestri            - The Art of 3-D Computer Animation and Imaging, Kerlow            -Various publications on Flash development:            - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman            -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman            -Flash Web Design, Curtis            - Flash MX Actionscript Bible,</p>

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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 2 - Unit 3 – Film/Video Theories &amp; Techniques (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>17A</b> - Demonstrates knowledge of theories of media and the message.</p> <p><b>17B</b> – Demonstrates knowledge of video production trends.</p> <p><b>17C</b> - Demonstrates knowledge of directing techniques.</p> <p><b>17D</b> - Demonstrates knowledge of videography aesthetics and techniques.</p> <p><b>17E</b> - Demonstrates knowledge of production design.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/MDAP/</b>  <b>A2.2</b> Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.</p> <p><b><u>Core Academic:</u></b>  <b>*ELA/LS/G9-10/</b>  <b>1.1</b> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p>	<p><b>A:</b> Directing</p> <p><b>B:</b> Production trends</p> <p><b>C:</b> Aesthetics and techniques</p> <p><b>D:</b> Production design</p>	<p><b><u>Teacher and Student Resources:</u></b>  <b>*Supplemental Instructional Materials:</b>                      -Handbook of New Media: Student Edition January 2006,Sage Publications, Lievrouw &amp; Livingston                      -Art Talk, Ragans                      - Pause &amp; Effect - the art of interactive narrative, Meadows                      - Digital Art – Paul                      -Universal Principles of Design – Lidwell, Holden &amp; Butler                      -Developing Digital Short Films, Sheridan                      - The Non-Designer’s Design Book, Williams                      -The Elements of Color, Itten                      -Creating Motion Graphics, Meyer &amp; Meyer                      - Designing a Digital Portfolio, Baron                      - Digital Character Animation 2 (vol. 1&amp;2), Maestri                      - The Art of 3-D Computer Animation and Imaging, Kerlow                      -Various publications on Flash development:                      - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman                      -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman                      -Flash Web Design, Curtis                      - Flash MX Actionscript Bible,</p>

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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 2 - Unit 4 – Film Study (20 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>18A</b> - Understands the history and evolution of film, video and digital media.</p> <p><b>18B</b> - Appreciates for video and film production as an art form.</p> <p><b>18C</b> - Understands how the industry functions.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/TKS/</b>  <b>10.8</b> Know key influences on the origin and evolution of art, technology, media, and performance (e.g., the influence of historical styles on contemporary idioms).</p> <p><b><u>Core Academic:</u></b>  <b>*ELA/LS/G9-10/</b>  <b>1.1</b> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.  <b>1.2</b> Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.  <b>1.3</b> Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p>	<p><b>A:</b> Documentary films</p> <p><b>B:</b> Fictional genres</p>	<p><b><u>Teacher and Student Resources:</u></b>  <b>*Supplemental Instructional Materials:</b>                      -Handbook of New Media: Student Edition January 2006, Sage Publications, Lievrouw &amp; Livingston                      -Art Talk, Ragans                      - Pause &amp; Effect - the art of interactive narrative, Meadows                      - Digital Art – Paul                      -Universal Principles of Design – Lidwell, Holden &amp; Butler                      -Developing Digital Short Films, Sheridan                      - The Non-Designer’s Design Book, Williams                      -The Elements of Color, Itten                      -Creating Motion Graphics, Meyer &amp; Meyer                      - Designing a Digital Portfolio, Baron                      - Digital Character Animation 2 (vol. 1&amp;2), Maestri                      - The Art of 3-D Computer Animation and Imaging, Kerlow                      -Various publications on Flash development:                      - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman                      -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman                      -Flash Web Design, Curtis                      - Flash MX Actionscript Bible,</p>

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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 2 - Unit 5 – Industry Practices and Responsibilities (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>19A</b> - Understands the impact of mass media on society and how it can be used for the benefit or detriment of society.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/ELR/</b>  <b>8.5</b> Understand the ethical implications of the degree of influence media, arts, and performances have on individuals.  <b>8.6</b> Understand liability and compliance issues relevant to the arts, media, and entertainment industries.  <b><u>Core Academic:</u></b>  <b>*ELA/LS/G9-10/</b>  <b>1.1</b> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.  <b>1.2</b> Compare and contrast the ways in which media genres (e.g., televised news, news magazines, Documentaries, online information) cover the same event.  <b>1.3</b> Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.  <b>1.14</b> Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).</p>	<p><b>A:</b> Ethics   <b>B:</b> Social impact</p>	<p><b><u>Teacher and Student Resources:</u></b>  *Supplemental Instructional Materials:  -Handbook of New Media: Student Edition January 2006,Sage Publications, Lievrouw &amp; Livingston  -Art Talk, Ragans  - Pause &amp; Effect - the art of interactive narrative, Meadows  - Digital Art – Paul  -Universal Principles of Design – Lidwell, Holden &amp; Butler  -Developing Digital Short Films, Sheridan  - The Non-Designer's Design Book, Williams  -The Elements of Color, Itten  -Creating Motion Graphics, Meyer &amp; Meyer  - Designing a Digital Portfolio, Baron  - Digital Character Animation 2 (vol. 1&amp;2), Maestri  - The Art of 3-D Computer Animation and Imaging, Kerlow  -Variou publications on Flash development:  - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman  -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman  -Flash Web Design, Curtis</p>

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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 2 - Unit 6 – Film/Video Projects (20 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>20A</b> - Able to evaluate the film and video profession and industries.</p> <p><b>20B</b> - Able to allocate resources.</p> <p><b>20C</b> - Able to work on teams, teach others, serve customers, lead, negotiate &amp; work well with people from culturally diverse backgrounds.</p> <p><b>20D</b> - Able to acquire &amp; evaluate data, organize &amp; maintain files, and interpret &amp; communicate information, as well as use computer to process information.</p> <p><b>20E</b> – Able to understand social, organizational &amp; technological systems, monitor correct performance, and improve systems.</p> <p><b>20F</b> – Able to select equipment &amp; tools, apply technology to specific tasks, and maintain &amp; troubleshoot equipment.</p> <p><b>20G</b> - Demonstrates understanding of ethics &amp; confidentiality.</p> <p><b>20H</b> - Develops a marketing and distribution plan for a video production.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/MDAP/</b>  <b>A2.6</b> Understand technical support related to various media and design arts.  <b>*IT/TC/</b>  <b>4.5</b> Know procedures for maintaining secure information, preventing loss, and reducing risk.  <b>*IT/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>*IT/ELR/</b>  <b>8.1</b> Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.  <b>8.2</b> Understand the concept and application of ethical and legal behavior consistent with workplace standards.  <b>8.3</b> Understand the role of personal integrity and ethical behavior in the workplace.  <b><u>Core Academic:</u></b>  <b>*VA/AV/PR/</b>  <b>4.4</b> Articulate the process and rationale for refining and reworking one of their own works of art.  <b>*IT/C/2.3WO/ELC/G9-10/</b>  <b>1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p>	<p><b>A:</b> Film analysis</p> <p><b>B:</b> Filmmaker research paper</p> <p><b>C:</b> Public service announcement</p>	<p><b><u>Teacher and Student Resources:</u></b>  *Supplemental Instructional Materials:  -Handbook of New Media: Student Edition January 2006,Sage Publications, Lievrouw &amp; Livingston  -Art Talk, Ragans  - Pause &amp; Effect - the art of interactive narrative, Meadows  - Digital Art – Paul  -Universal Principles of Design – Lidwell, Holden &amp; Butler  -Developing Digital Short Films, Sheridan  - The Non-Designer’s Design Book, Williams  -The Elements of Color, Itten  -Creating Motion Graphics, Meyer &amp; Meyer  - Designing a Digital Portfolio, Baron  - Digital Character Animation 2 (vol. 1&amp;2), Maestri  - The Art of 3-D Computer Animation and Imaging, Kerlow  -Variou publications on Flash development:  - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman  -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman  -Flash Web Design, Curtis</p>

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## CTE/ROP TELEVISION, FILM & DIGITAL MEDIA

<u>Semester 2 - Unit 7– Media Careers (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>21A</b> - Prepares a resume.  <b>21B</b> - Prepares a DVD portfolio of original work.  <b>22A</b> - Completes an appropriate resume &amp; job applications.  <b>22B</b> - Models job interview techniques.  <b>22C</b> - Student has received instruction in job seeking &amp; job keeping skills.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>B1.7</b> Use technical skills (e.g., pagination, printing, folding, cutting, binding) to produce publishable materials.  <b>*AME/PAP/</b>  <b>C2.5</b> Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.  <b><u>Core Academic:</u></b>  <b>*VA/CE/PR/</b>  <b>2.2</b> Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.  <b>*ELA/WS/G11-12/</b>  <b>2.5</b> Write job applications and résumés:  <b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.  <b>b.</b> Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.  <b>c.</b> Modify the tone to fit the purpose and audience.  <b>d.</b> Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.</p>	<p><b>A:</b> Job Search   <b>B:</b> Resume   <b>C:</b> Portfolio   <b>E:</b> Ethics &amp; legal</p>	<p><b><u>Teacher and Student Resources:</u></b>  *Supplemental Instructional Materials:  -Handbook of New Media: Student Edition January 2006,Sage Publications, Lievrouw &amp; Livingston  -Art Talk, Ragans  - Pause &amp; Effect - the art of interactive narrative, Meadows  - Digital Art – Paul  -Universal Principles of Design – Lidwell, Holden &amp; Butler  -Developing Digital Short Films, Sheridan  - The Non-Designer’s Design Book, Williams  -The Elements of Color, Itten  -Creating Motion Graphics, Meyer &amp; Meyer  - Designing a Digital Portfolio, Baron  - Digital Character Animation 2 (vol. 1&amp;2), Maestri  - The Art of 3-D Computer Animation and Imaging, Kerlow  -Variou publications on Flash development:  - Flash MX 2004 Hands-On Training, Yeung &amp; Weinman  -Flash MX 2004 Beyond the Basics Hands-On Training, Rebenscheid &amp; Weinman</p>

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