

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

ADVANCED GRAPHIC COMMUNICATIONS

Date: May 2017

Proposed Grade Level(s): 9-12

Grading: A-F

CTE Sector / Pathway: Arts, Media and Entertainment / Production and Managerial Arts

Prerequisite(s): Multimedia Production

Intent to Pursue 'A-G' College Prep Status: Yes

Course Length: 1 Year/Term

Subject Area: Career Technical Education

Credits: 5.0 per Semester

COURSE DESCRIPTION:

This course will allow students to advance their learning and exploration in digital media and multimedia production. Students will also learn more about careers, the history of media, ethical and legal issues in communications, as well as how the media impacts individual and society as a whole.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Goals:

- Students will demonstrate effective management skills while taking charge of a team.
- Students will utilize advanced research skills.
- Students will learn proper photography methods for commercial purposes.
- Students will explore career options within this rapidly expanding industry sector.
- Students will develop a flow chart and manage all phases of media production.
- Students will successfully use software programs: Wordpress, Adobe PremierPro, Photoshop, Illustrator, and InDesign.
- Students will job-shadow someone who works in the industry sector developing a clear understanding of the scope of the position.
- Students will understand what steps are needed in order to successfully pursue a career in the industry sector.
- Students will master the use of audio recording, video, editing, and photography equipment.
- Students will manage the development and execution of marketing for the media industry.
- Students will have real-world experiences while working within the industry.

Essential Questions:

- How can students effectively communicate across multiple platforms?
- How can students become effective communicators?
- How can students create high-quality media productions understanding which technological platform work best?
- How are students able to become self-directed learners with various Adobe software programs?
- How can students become effective collaborative production managers?
- How do students accept responsibility for their actions?
- How do students hold others accountable for their ethical and technical decisions in the production process?
- How can students effectively manage their workload meeting deadlines?

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CTE STANDARDS FOR CAREER READY PRACTICE:

1. Apply appropriate technical skills and academic knowledge.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.
2. Communicate clearly, effectively, and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. Develop an education and career plan aligned with personal goals.
Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
4. Apply technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a

problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS:

- 1.0 Academics: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.
- 2.0 Communications: Students will acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

- 3.0 Career Planning and Management: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 4.0 Technology: Student will use existing and emerging technology to investigate, research, and produce Products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.
- 5.0 Problem Solving and Critical Thinking: Students will conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 6.0 Health and Safety: Students demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment.
- 7.0 Responsibility and Flexibility: Students will initiate, and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.
- 8.0 Ethics and Legal responsibilities: Students will practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 9.0 Leadership and Teamwork: Students will work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.
- 10.0 Technical Knowledge and Skills: Students will apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.
- 11.0 Demonstration and Application: Students demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the SkillsUSA career technical student organizations.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Media Present and Future: How the Media is Currently Influencing our World

Students will examine how technology is currently evolving, as well as how the public consumption of media has changed over the last century. They will research how the various forms of media are expected to evolve in the future and create a presentation on the topic.

Unit 2: Exploration of Careers in Media and Design

Students will identify two career paths of interest within the industry, and research the specific steps necessary for perusing these careers. They will interview a professional in the industry, and research what education and training is needed to qualify for an entry level position. Students will apply this knowledge to create a career plan.

Unit 3: Relationship between the Mass Media and a Free and Responsible Society

Students will research major events in history that media influenced the outcome. They will also examine how one subject can be covered by the media in different ways for different audiences. They will also lead daily team meetings to examine the role of media in global events.

Unit 4: Legal, Moral and Ethical Rights and Responsibilities

Students will examine the evolution of professional standards of ethics in the industry, and assure that their team is faithfully applying these standards in all phases of production. They will be able to recognize when these ethics and standards are being violated.

Unit 5: Leadership Styles and Effective Management Strategies

Students will learn about various levels of mastery and how team members reach their highest potential. They will learn about managerial methods and the appropriate situations to apply them. They will produce and present a relevant lesson to the class that will be assessed for mastery.

Unit 6: Media Production Management

Students will analyze the production sequence involved in creating a media-based product. They will identify the responsibilities and activities associated with the pre-production, production, and post-production phases of a creative project, assigning their team members to the appropriate job. In post-production, students will demonstrate an understanding of the distribution component of media based production (web, print, radio, television) while developing a marketing action plan for the team.

Unit 7: Publishing Content Online through Wordpress

Students will master the tools for design and production on Wordpress, as well as understand and abide by all laws regarding dissemination of media online. Students will also demonstrate their ability to effectively promote all media published for increased visibility.

Unit 8: Podcasting

Students will master all functions of the audio recording equipment and the basic tools of editing software. They will identify subject matter topics to produce in podcast formats. Students will produce instructional guides for the entire production process aiding in the development and execution of the podcast.

Unit 9: Broadcasting/ Video Production

Students will master all functions of the video recording equipment and the basic tools of Adobe editing software. They will identify subject matter topics to produce in various video formats. Students will produce instructional guides for the video/broadcast production process and guide teams in Public Service Announcements. During this process they will demonstrate an understanding of the principles storyboarding. They will also demonstrate safety awareness when working with equipment.

Unit 10: Graphic Design for the Workplace

Students will master Adobe graphic design tools of the editing software. Students will produce instructional guides for producing simple marketing materials for the workplace and then lead teams through a lesson on specific design concepts or tools. Students will demonstrate mastery of design concepts through the production of public relation materials.

TEXTBOOKS AND RESOURCE MATERIALS:

1. Teacher selected materials:

Video: Digital Communication & Production. Stinsen, Jim. Goodheart-Willcox (3rd Ed.). (2013).

Inside Reporting. Harrower, Tim. McGraw-Hill Higher Education (3rd Ed.). (2012).

The Associated Press Style Book. Associated Press and Goldstein, Norm. Basic Books. (2000).

2. Teacher selected industry specific resource materials.

CTE PATHWAY STANDARDS TO BE ADDRESSED:

Production and Managerial Arts Pathway Standards:

- C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.
 - C1.2 Demonstrate knowledge of basic electrical safety.
 - C1.3 Demonstrate understanding of safe workplace practices, including tool safety, rigging, electrical, and construction safety and awareness of hazardous materials in the workplace.
 - C1.4 Apply safety related decision making and problem-solving techniques to live, recorded, or multimedia generated production.
- C2.0 Understand the technical support functions and artistic competencies in film, video, and live production.
 - C2.1 Analyze the production sequence involved in creating a media based or live performance production.
 - C2.2 Produce a production flow chart for a live theatrical or media based production.
 - C2.3 Plan one technical component of a production from design to performance.
 - C3.0 Analyze and differentiate the function of the various members of a production team.
 - C3.1 Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), post production, etc.
- C4.0 Demonstrate key skills and an understanding of the complexities of production planning.
 - C4.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
 - C4.2 Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production.
 - C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.
 - C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.
- C5.0 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
 - C5.1 Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.
 - C5.2 Plan the general coordination of various elements in a project or production.
- C6.0 Understand the key elements of developing and promoting a production from creation to distribution.
 - C6.1 Design a production flow chart identifying chain of responsibility for a specific type of arts, media, and entertainment production.
 - C6.2 Create a budget for an aspect of an arts, media, and entertainment production of the arts, media, and entertainment industry.
 - C6.3 Design a promotional packet demonstrating knowledge of promotional
 - C6.4 Create a promotional example using electronic media.
 - C6.5 Create a public service announcement using two or more production methods materials, such as standard public service announcements
- C7.0 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media.
 - C7.1 Identify and describe licensing management for live and media based productions and intellectual properties.
 - C7.3 Discuss the relationships between publishers, developers, distributors, marketers, and retailers.
 - C7.4 Understand the role of audience and market research in promotional planning

C7.5 Understand the components of marketing campaigns for live and media based productions, including advertising in both traditional and social media.

C7.6 Demonstrate understanding of the distribution component of both live and media based production including Web, print, radio, television, and communication based options.

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** Students will utilize their knowledge of production and managerial arts to effectively complete learning goals and objectives. This will require students to apply multiple attempts to test and verify concepts through application.
- **Constructive Thinkers:** Production and managerial arts projects will need to be accomplished with a group setting where communication and group accountability will be critical for success. Students will also learn how to effectively apply learned curriculum to real world applications; how best to research and request information, interpret, and display information correctly.
- **Effective Communicators:** Students will be expected to design original graphic communication projects, and students will provide information on designing and developing creative and efficient ways to develop the projects.
- **Collaborative Workers:** Using curriculum fundamentals of advanced graphic communications, students will collaboratively work in groups to design and develop original products; as a team they will need to develop their own unique product. They will establish group responsibilities and processes to function effectively and develop within a timely manner.
- **Quality Producers/Performers:** Students will use knowledge from the course to safely and appropriately design and develop original products.
- **Responsible Citizens:** Students will develop and practice processes to develop products within their groups.

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