

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## ADVANCED PRODUCTION MANAGEMENT

**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 capstone course will allow students to advance their managerial and production skills in the workplace as they take on key lead roles with younger students in the pathway of Production and Managerial Arts. Students will also focus on specific careers in this industry sector, significant historical events in media and media production, ethical and legal issues in communications, as well as in the workplace, and how media shapes communities and governments.

### **GENERAL GOALS/ESSENTIAL QUESTIONS:**

#### **Goals:**

- Students will demonstrate effective managerial skills while supporting/leading fellow students in the Production and Managerial Arts courses.
- Students will utilize advanced research skills while coaching students in media production.
- Students will learn proper photography editing skills for commercial purposes and/or to complement other media.
- Students will shadow someone who works in this industry sector to develop a clear understanding of what the specific job entails.
- Students will develop assignment/production sheets for introduction students.
- Students will direct and manage all aspects of media production.
- Students will advance their skills in the following software programs: Wordpress, Adobe PremierPro, Photoshop, Illustrator, and InDesign.
- Students will create a timeline for all of the steps needed to attain a specific job within the industry sector.
- Students will coach pathway students on how to effectively use the studio equipment: audio, recording, video, editing, and photography.
- Students will create and implement effective marketing plans.
- Students will be exposed to the real-world experiences of working within the Media and Design Arts industry.

#### **Essential Questions:**

- How do students professionally resolve conflicts in the workplace?
- How can students become effective communicators, expressing complex concepts to others effectively?
- What are the skills that are essential for students to become effective managers?
- How do students become self-directed learners with the various Adobe software programs?
- How can students become collaborative managers who coach others to perform successfully?
- How do students show evidence of being responsible citizens?

- What are the best ways for students to hold others accountable for their ethical and technical decisions in the production process?
- How can students uphold the ethical and legal standards for the workplace?
- How do students manage their workload in order to meet 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: Students 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: Understanding Various Styles of Management**

Students learn the various production management styles. Students will also take a personal inventory to identify their personal styles, strengths, and areas for improvement in management.

### **Unit 2: Understanding Your Staff**

Students will explore the various learning styles, the four levels of mastery/maturity in learning, and apply this knowledge to individual coaching plans for production students. Advanced students will utilize their coaching plans to improve the understanding and performance of the production team.

### **Unit 3: Exploration of Careers in Media and Design**

Students will interview and job-shadow someone who currently works in the industry. They will create a timeline for the specific career path. They will also arrange for one guest speaker for the class who is working within the industry.

### **Unit 4: Legal, Moral, and Ethical Rights and Responsibilities**

Students will explore legal issues and workers' rights in the workplace. Students will also examine OSHA laws and regulations to promote a safe workplace. Students will understand professional standards of ethics and apply them during production.

### **Unit 5: Production Management**

Students will establish and manage the production sequence while creating a media-based product. They will supervise the assignments of their team by assuring they are assigned appropriately. In post-production, students will demonstrate an understanding of the distribution component of media-based production, including web, print, radio, television, and communication based options, while monitoring the success of each media piece on the Internet.

### **Unit 6: Publishing Content Online through Wordpress**

Students will master the tools for editing and promoting on various platforms, as well as understand and abide by the media dissemination laws online. Students will also demonstrate their ability to effectively promote all media published for increased visibility.

### **Unit 7: Broadcasting/ Video/ Audio Management**

Students will manage all production teams and ensure that all of the subject matter meets the team's mission statement and the expectations of the targeted audience. Students will train small groups on how to responsibly use professional media equipment.

### **Unit 8: Project Planning and Management**

Students will develop a foundation of skills that support the planning, scheduling, management, and assessment of successful projects. Advanced students will utilize these skills to develop a project for two-to-four team members and managed the project from start to finish.

### **TEXTBOOKS AND RESOURCE MATERIALS:**

1. Teacher selected materials:

*Video: Digital Communication & Production.* Stinsen, Jim. Goodheart-Willcox (3<sup>rd</sup> Ed.). (2013).

*Inside Reporting.* Harrower, Tim. McGraw-Hill Higher Education (3<sup>rd</sup> 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.
- C4.5 Create a call sheet for equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.
- 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.
- C7.0 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media.
- 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 production management projects, and students will provide information on designing and developing creative and efficient ways to develop the projects.
- **Collaborative Workers:** Using curriculum fundamentals of Production and Managerial Arts, 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.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, [cmwilson@fcusd.org](mailto:cmwilson@fcusd.org) (grades K-5) and Jim Huber, ED. D., [jhuber@fcusd.org](mailto:jhuber@fcusd.org) (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**