

# Course Outline

Arts, Media and Entertainment

REVISED: August/2020

**Job Title**

Video Production Assistant

**Career Pathway:**

Production and Managerial Arts

**Industry Sector:**

Arts, Media and Entertainment

**O\*NET-SOC CODE:**

27-4011.00

**CBEDS Title:**

Video Production

**CBEDS No.:**

5716

**70-85-60**

## Video Production/1

**Credits:** 5

**Hours:** 90

**Course Description:**

This competency-based course is the first in a sequence of three designed for video production. It provides students with the technical instruction and practical experiences for aspiring video production assistants in the pre-production, production and post-production stages of TV and video projects. It focuses on the basic set up and breakdown of camera, sound, and lighting equipment, basic principles of story development, planning and creation of a studio production and editing of production projects. It also includes the basics of job shadowing, internships and job placement. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**

Enrollment requires a reading level of 6.0 as measured by the TABE D 9/10

**NOTE:** For Perkins purposes this course has been designated as an Introductory course.

This course cannot be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-16

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>LOCATION</b>
<b>INSTRUCTIONAL STRATEGIES</b>	p. 18
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
<b>EVALUATION PROCEDURES</b>	p. 18
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

## **ACKNOWLEDGMENTS**

Thanks to SAM POWERS and AARON SAENZ for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Arts, Media, and Entertainment Industry Sector Knowledge and Performance Anchor Standards***

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

### **2.0 Communications**

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**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

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**

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**

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**

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**

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**

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**

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**

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.

## ***Arts, Media, and Entertainment Pathway Standards***

### **C. Production and Managerial Arts Pathway**

Whatever the form or medium of creative expression, all careers in the Arts, Media, and Entertainment sector require “publication” or a public presentation in one way or another. Consequently, the Production and Managerial Arts pathway focuses on both the technical skills and the organizational and managerial knowledge necessary to bring arts, media, and entertainment to the public.

Sample occupations associated with this pathway:

- ◆ Event Planner
- ◆ Producers/Directors for Theater, Television, Concerts, and Motion Picture
- ◆ Stage Manager/Production Manager
- ◆ Talent Management
- ◆ Theatrical and Broadcast Technician

- C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.
- C2.0 Understand the technical support functions and artistic competencies in film, video, and live production.
- C3.0 Analyze and differentiate the function of the various members of a production team.
- C4.0 Demonstrate key skills and an understanding of the complexities of production planning.
- C5.0 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
- C6.0 Understand the key elements of developing and promoting a production from creation to distribution.
- C7.0 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Video Production/1 Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace goals, practices, and safety regulations pertaining to the responsibilities of a video production assistant.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Describe qualifications and prerequisites for a career in the video production industry.</li> <li>2. Describe and demonstrate an understanding of classroom/studio policies, procedures, and methods of learning.</li> <li>3. Identify the competency areas for the Video Production/1 course that focuses on the responsibilities of the assistants.</li> <li>4. Describe how the following classes can comprise a sequence of courses:               <ol style="list-style-type: none"> <li>a. video production assistant</li> <li>b. video production crew member</li> <li>c. video production supervisor</li> </ol> </li> <li>5. List the other occupations that impact the video production assistant in the entertainment industry.</li> <li>6. Describe classroom and workplace emergency procedures.</li> <li>7. Describe the safe use of tools and equipment.</li> <li>8. Describe safe classroom practices.</li> <li>9. Describe the California Occupational Safety and Health Administration (Cal/OSHA) rules pertaining to all aspects of the video production industry.</li> <li>10. Pass safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 3, 7, 9, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.4, 2.6 Career Planning and Management: 3.4, 3.5, 3.6, 3.8 Technology: 4.1, 4.2, 4.3, 4.4 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.2, 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p><b>CTE Pathway:</b> C1.1, C1.3, C1.4, C2.1, C3.1, C4.1, C4.3, C.5.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>B. INDUSTRY BACKGROUND</b></p> <p>Understand, apply, and evaluate the different principles and techniques in video production as they relate to the duties and responsibilities of a video production assistant.</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. analog technology</li> <li>b. digital technology</li> </ol> </li> <li>2. Describe the history of the broadcast (television) industry in terms of:               <ol style="list-style-type: none"> <li>c. technological advances</li> <li>d. production developments</li> </ol> </li> <li>3. Describe the history of video production industry in terms of:               <ol style="list-style-type: none"> <li>a. technological advances</li> <li>b. production developments</li> </ol> </li> <li>4. Predict the impact of emerging technologies on future employment in:               <ol style="list-style-type: none"> <li>a. the broadcast industry</li> <li>b. the video production industry</li> </ol> </li> <li>5. Describe general policies and rules at studios, including the following:               <ol style="list-style-type: none"> <li>a. security</li> <li>b. standard operating procedures (SOPs)</li> </ol> </li> <li>6. Define and describe each of the organizational elements of production:               <ol style="list-style-type: none"> <li>a. development</li> <li>b. pre-production</li> <li>c. production</li> <li>d. post-production</li> </ol> </li> <li>7. Define the following:               <ol style="list-style-type: none"> <li>a. electronic news gathering</li> <li>b. field production</li> <li>c. studio production</li> </ol> </li> <li>8. Describe the differences between:               <ol style="list-style-type: none"> <li>a. electronic news gathering</li> <li>b. field production</li> <li>c. studio production</li> </ol> </li> <li>9. List the members of the following teams:               <ol style="list-style-type: none"> <li>a. electronic news-gathering</li> <li>b. studio production</li> <li>c. field production</li> </ol> </li> <li>10. Describe work responsibilities of the following teams:               <ol style="list-style-type: none"> <li>a. electronic news-gathering</li> <li>b. studio production</li> <li>c. field production</li> </ol> </li> <li>11. Describe how a production team functions as a unit.</li> <li>12. Describe the importance of multi-tasking as a member of a video production team.</li> <li>13. Describe how to set time schedules for a production.</li> <li>14. Define the following types of productions:               <ol style="list-style-type: none"> <li>a. a news story</li> <li>b. a Public Service Announcement (PSA)</li> <li>c. a commercial</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 7, 9, 11, 12</p> <p><b>CTE Anchor:</b> Career Planning and Management: 3.6 Technology: 4.5 Ethics and Legal Responsibilities: 8.2 Leadership and Teamwork: 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2</p> <p><b>CTE Pathway:</b> C1.3, C2.1, C3.1, C4.1, C4.2, C4.3, C4.4, C4.5, C 7.1, C7.6</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> <li>d. a music video</li> <li>e. a rehearsed dramatization</li> <li>f. a documentary</li> </ul> <p>15. Compare and contrast the production methods of each of the following by using appropriate industry vocabulary:</p> <ul style="list-style-type: none"> <li>a. a news story</li> <li>b. a Public Service Announcement (PSA)</li> <li>c. a commercial</li> <li>d. a music video</li> <li>e. a rehearsed dramatization</li> <li>f. a documentary</li> </ul> <p>16. Define each of the following categories of video production by its distinguishing characteristics:</p> <ul style="list-style-type: none"> <li>a. network broadcast</li> <li>b. commercials for broadcasting</li> <li>c. cable broadcast</li> <li>d. public access broadcast</li> <li>e. corporate video</li> <li>f. governmental video</li> <li>g. video art</li> </ul> <p>17. Differentiate between the following in terms of their video production methods:</p> <ul style="list-style-type: none"> <li>a. network broadcast</li> <li>b. commercials for broadcasting</li> <li>c. cable broadcast</li> <li>d. public access broadcast</li> <li>e. corporate video</li> <li>f. governmental video</li> <li>g. video art</li> </ul> <p>18. Identify basic elements involved in the video transmission process.</p> <p>19. Define the following as relates to video transmission:</p> <ul style="list-style-type: none"> <li>a. analog signal</li> <li>b. digital signal</li> <li>c. standard definition digital broadcast</li> <li>d. high definition digital broadcast</li> <li>e. satellite TV</li> </ul> <p>20. Describe the concept of <i>protection of source</i> in video journalism and broadcasting.</p> <p>21. Describe union practices in the broadcasting industry.</p> <p>22. Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. TECHNICAL TRAINING</p> <p>Understand, apply, and evaluate the principles and techniques for a video production assistant's use of cameras and sound and lighting equipment.</p>	<ol style="list-style-type: none"> <li>1. Identify the following video production equipment: <ol style="list-style-type: none"> <li>a. camera</li> <li>b. camera accessories</li> <li>c. tripod</li> <li>d. dolly</li> <li>e. lighting equipment</li> <li>f. sound equipment</li> <li>g. cabling and connectors</li> </ol> </li> <li>2. Describe the safe use of video equipment: <ol style="list-style-type: none"> <li>a. in the field</li> <li>b. in the studio</li> </ol> </li> <li>3. Demonstrate the safe use of video equipment using available equipment.</li> <li>4. Describe the use of the various video formats for acquiring images (e.g. mini-dv).</li> <li>5. Identify the cameras that use different formats to acquire images.</li> <li>6. Identify and define the functions of a video camera (using a camcorder if necessary).</li> <li>7. Describe and demonstrate white-balance on a camera.</li> <li>8. Describe and demonstrate the procedures for: <ol style="list-style-type: none"> <li>a. "blacking" a tape</li> <li>b. inserting color bars</li> </ol> </li> <li>9. Demonstrate front focus procedure to verify accurate focus.</li> <li>10. Assist in the proper use of a studio camera in a studio setting.</li> <li>11. Describe "film language" as applies to the following: <ol style="list-style-type: none"> <li>a. camera shots</li> <li>b. camera angles</li> <li>c. stage directions</li> </ol> </li> <li>12. Interpret and respond to film language on the set.</li> <li>13. Describe different ways to upload and exhibit a video production for the following: <ol style="list-style-type: none"> <li>a. domestic distribution</li> <li>b. foreign distribution</li> <li>c. internet</li> </ol> </li> <li>14. Ways to upload and exhibit a video production.</li> <li>15. Describe the concept of digital media recording.</li> <li>16. Identify different recording media.</li> <li>17. Identify the functions of a digital recorder.</li> <li>18. Define standard three-point lighting.</li> <li>19. Describe and demonstrate the following aspects of standard three-point lighting: <ol style="list-style-type: none"> <li>a. key light</li> <li>b. fill light</li> <li>c. back light</li> <li>d. Define the following types of light meters: <ol style="list-style-type: none"> <li>e. spot</li> <li>f. incident</li> </ol> </li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 11, 12</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C1.2, C1.3, C1.4, C3.1, C4.1, C4.4, C7.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<p>20. Assist in the measurement of light in various settings using:</p> <ul style="list-style-type: none"> <li>a. spot meters</li> <li>b. incident meters</li> </ul> <p>21. Describe the contents of a “grip kit.”</p> <p>22. Describe the basic elements of audio recording involved in a video production.</p> <p>23. Define the following:</p> <ul style="list-style-type: none"> <li>a. microphone (mic)</li> <li>b. cardioid mic</li> <li>c. directional mic</li> <li>d. omni-directional</li> <li>e. lavalier</li> <li>f. audio track</li> <li>g. mixing board</li> </ul> <p>24. Assist in the set up and operation of the following types of microphones:</p> <ul style="list-style-type: none"> <li>a. cardioid</li> <li>b. directional</li> <li>c. omni-directional</li> <li>d. lavalier</li> <li>e. wireless</li> </ul> <p>25. Describe how a mixing board works.</p> <p>26. Assist in the recording of sound in various environments, including:</p> <ul style="list-style-type: none"> <li>a. studio</li> <li>b. interior with light background noise</li> <li>c. interior with heavy background noise</li> <li>d. exterior with light background noise</li> <li>e. exterior with heavy background noise</li> </ul>	
<p>D. STORY DEVELOPMENT: FICTION/NON-FICTION</p> <p>Understand, apply, and evaluate the basic principles and techniques for assisting in story development and news reporting.</p>	<p>1. Describe the principles of program/story development, including:</p> <ul style="list-style-type: none"> <li>a. theme</li> <li>b. content</li> <li>c. intended audience</li> <li>d. length of program</li> <li>e. possible legal restrictions</li> </ul> <p>2. Describe brainstorming techniques in story development.</p> <p>3. Define the media industry.</p> <p>4. Assist in the development of a story.</p> <p>5. Define various script formats.</p> <p>6. Identify proper script format.</p>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C2.1, C2.2, C2.3, C4.1, C4.2, C4.3, C7.1, C7.2, C7.3, C7.4, C7.5, C7.6
E. PRE-PRODUCTION  Understand, apply, and evaluate the techniques and assistant’s responsibilities in planning a studio production.	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. shot sheet</li> <li>b. storyboard</li> </ol> </li> <li>2. Assist in the creation of shot sheets for use in a studio production by demonstrating knowledge of:               <ol style="list-style-type: none"> <li>a. camera placement</li> <li>b. efficiency of production</li> </ol> </li> <li>3. Identify components of a storyboard.</li> <li>4. Assist in the creation of a simple storyboard.</li> <li>5. Describe the integration of the following into a video story:               <ol style="list-style-type: none"> <li>a. still images</li> <li>b. graphics</li> </ol> </li> <li>6. Assist in the planning of a studio production which includes the following:               <ol style="list-style-type: none"> <li>a. casting</li> <li>b. crew positions</li> <li>c. crew hiring</li> <li>d. schedules</li> <li>e. cell sheets</li> <li>f. budgets</li> <li>g. research</li> <li>h. locations</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 8, 9, 10, 11, 12  <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C2.1, C2.2, C3.1, C4.1, C4.2, C4.3, C4.4, C4.5, C5.1, C5.2, C6.1, C6.2, C7.1
F. PRODUCTION  Understand, apply, and evaluate the techniques and assistant’s responsibilities in the studio and field production of news stories.	<ol style="list-style-type: none"> <li>1. Participate as a production assistant on a crew for:               <ol style="list-style-type: none"> <li>a. a studio production</li> <li>b. a field production</li> </ol> </li> <li>2. Run cables.</li> <li>3. Mic talent.</li> <li>4. Assist in the creation of different hairstyles.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 8, 9, 10, 11, 12

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(12 hours)	<ol style="list-style-type: none"> <li>5. Solicit critiques of hairstyle creations and write a three-paragraph paper:               <ol style="list-style-type: none"> <li>a. defending the style, <b>OR</b></li> <li>b. using information from the critiques to change the style, <b>OR</b></li> <li>c. incorporating a strategy of both defending parts and changing parts of the style</li> </ol> </li> <li>6. Assist in make-up application appropriate for:               <ol style="list-style-type: none"> <li>a. a studio interview</li> <li>b. a narrative production</li> </ol> </li> <li>7. Describe proper interviewing techniques.</li> <li>8. Assist in conducting interviews using the prepared scripts from earlier sections.</li> <li>9. Develop media industry standards-based rubrics to use as a guide for reviewing productions.</li> <li>10. Participate in the review and critique of all of:               <ol style="list-style-type: none"> <li>a. the recorded interviews</li> <li>b. the productions</li> </ol> </li> </ol>	<p><b>CTE Anchor:</b>            Communications:            2.4            Problem Solving and Critical Thinking:            5.1, 5.2, 5.3, 5.4            Ethics and Legal Responsibilities:            8.1, 8.2, 8.3, 8.6, 8.7            Technical Knowledge and Skills:            10.1, 10.3            Demonstration and Application:            11.1, 11.2, 11.3</p> <p><b>CTE Pathway:</b>            C1.2, C1.3, C1.4, C2.1, C2.3, C3.1, C4.1, C4.4, C5.1, C5.2</p>
<p>G. POST-PRODUCTION</p> <p>Understand, apply, and evaluate the techniques and assistant's responsibilities in the editing of news stories.</p>	<ol style="list-style-type: none"> <li>1. Describe the entire video production process of:               <ol style="list-style-type: none"> <li>a. planning</li> <li>b. acquiring images</li> <li>c. manipulating images (editing)</li> <li>d. transmitting the final product to various media</li> <li>e. storing the final product</li> </ol> </li> <li>2. Define the following:               <ol style="list-style-type: none"> <li>a. linear editing</li> <li>b. non-linear editing</li> <li>c. computer editor</li> <li>d. tape editor</li> <li>e. continuity</li> <li>f. pacing</li> <li>g. composition</li> <li>h. transition</li> <li>i. cut</li> <li>j. wipe</li> <li>k. fade</li> <li>l. dissolve</li> <li>m. jump cut</li> <li>n. assemble editing</li> <li>o. insert editing</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b>            1, 2, 4, 5, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b>            Problem Solving and Critical Thinking:            5.1, 5.2, 5.3, 5.4            Technical Knowledge and Skills:            10.1, 10.2, 10.3, 10.4            Demonstration and Application:            11.1, 11.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> <li>p. voice-over</li> <li>q. Automated Dialogue Replacement (ADR)</li> <li>r. "Foley" effect</li> <li>s. sweetening sound tracks</li> </ul> <ol style="list-style-type: none"> <li>3. Describe the differences between linear and non-linear editing.</li> <li>4. Assist in editing video using computer software programs.</li> <li>5. Describe the importance of each of the following basic elements of editing:               <ul style="list-style-type: none"> <li>a. continuity</li> <li>b. pacing</li> <li>c. composition</li> <li>d. artistic use of transitions</li> </ul> </li> <li>6. Identify jump cuts and other typical editing mistakes.</li> <li>7. Describe when jump cuts can be used for artistic emphasis.</li> <li>8. Explain the difference between assemble and insert editing.</li> <li>9. Assist in the performance of the following editing transitions using a computer software program:               <ul style="list-style-type: none"> <li>a. cut</li> <li>b. wipe</li> <li>c. fade</li> <li>d. dissolve</li> </ul> </li> <li>10. Describe and demonstrate the use of a switcher to mix images.</li> <li>11. Assist in the addition of "voice-overs" to a set of images.</li> <li>12. Describe the procedures involved with an ADR session.</li> <li>13. Describe the procedures in creating "Foley" sound effects.</li> <li>14. Describe how to edit in "Foley" sound effects.</li> <li>15. Assist in the addition of post-production music to a piece.</li> <li>16. Explain how to sweeten sound tracks.</li> <li>17. Assist in the editing of sound channels on a video tape for:               <ul style="list-style-type: none"> <li>a. a "hard" news piece</li> <li>b. a feature piece</li> <li>c. an artistic piece</li> </ul> </li> <li>18. Assist in the editing of:               <ul style="list-style-type: none"> <li>a. audio effects</li> <li>b. post-production music</li> </ul> </li> <li>19. Assist in the post-production of at least one of the class projects with regard to:               <ul style="list-style-type: none"> <li>a. video editing</li> <li>b. titling</li> <li>c. sound editing</li> </ul> </li> <li>20. Develop student-based rubrics for critiquing the final projects.</li> <li>21. Compile a list of rubrics based on industry standards.</li> <li>22. Compare the value of the rubrics from each source.</li> <li>23. Compile a final list of rubrics from both sources.</li> <li>24. Exchange final projects with another student and write a three-paragraph critique based on the final rubric list.</li> </ol>	<p><b>CTE Pathway:</b>            C2.1, C2.2, C3.1,            C4.1, C4.2, C4.3,            C4.4, C5.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(24 hours)	25. Write a three-paragraph paper: <ol style="list-style-type: none"> <li>defending the project, <b>OR</b></li> <li>submitting a plan for incorporating the criticism, <b>OR</b></li> <li>defending some aspects and incorporating some criticisms</li> </ol> 26. Submit final project for a critique by a member from the video production industry.           27. Evaluate the member's critique by: <ol style="list-style-type: none"> <li>defending the project, <b>OR</b></li> <li>submitting a plan for incorporating the criticism, <b>OR</b></li> <li>defending some aspects and incorporating some criticisms</li> </ol> 28. Submit final project and response to peer critique to instructor for evaluation.	
H. JOB SHADOWING, INTERNSHIPS, AND JOB PLACEMENT  Understand, apply, and evaluate the skills and tools necessary for acquiring employment in the electronic news gathering field.	<ol style="list-style-type: none"> <li>Describe the advantages and disadvantages of using the following resources in job searches:             <ol style="list-style-type: none"> <li>personal contacts and networking</li> <li>trade publications</li> <li>internet research</li> <li>job placement firms and services</li> </ol> </li> <li>Develop a cover letter.</li> <li>Develop a résumé.</li> <li>Assemble a 3-minute demo reel.</li> <li>Write letters seeking employment.</li> <li>Describe the skills needed for successful interviewing.</li> <li>Describe the skills needed in promoting oneself when applying for a job.</li> <li>Describe the skills that are required on the job, including but not limited to:             <ol style="list-style-type: none"> <li>punctuality</li> <li>open communication</li> <li>integrity</li> <li>enthusiasm</li> <li>personal responsibility</li> <li>respect for supervisors and co-workers</li> <li>the ability to work well on a team</li> </ol> </li> <li>Identify promotional ladders.</li> <li>Participate in a "job shadowing" event, as available, with an industry professional.</li> <li>Participate in an internship program, as available, demonstrating the skills learned in this course.</li> <li>Include the following in a mock interview with a panel of peers and industry personnel:             <ol style="list-style-type: none"> <li>cover letter</li> <li>résumé</li> <li>demo reel</li> </ol> </li> <li>Apply for appropriate entry-level jobs in the industry.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  <b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9 Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.7 Leadership and Teamwork: 9.2, 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.3, 10.4 Demonstration and Application: 11.1, 11.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		<b>CTE Pathway:</b> C3.1, C4.1, C5.1
<p>I. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in the photovoltaic field.</p> <p>(1 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe employer requirements for the following: <ol style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. responsibility</li> <li>g. timeliness</li> <li>h. communication skills</li> <li>i. set protocol</li> </ol> </li> <li>2. Identify the list of potential employers through traditional and internet sources.</li> <li>3. Describe the role of social media in job search.</li> <li>4. Design sample résumés and cover letters.</li> <li>5. Describe the importance of filling out a job application legibly, with accurate and complete information.</li> <li>6. Identify the common mistakes that are made on job applications.</li> <li>7. Complete sample job application forms correctly.</li> <li>8. Describe the importance of enthusiasm in the interview and on a job.</li> <li>9. Describe the importance of appropriate appearance in the interview and on a job.</li> <li>10. Describe the importance of the continuous upgrading of job skills.</li> <li>11. Describe the importance of customer service as a method of building permanent relationships between the organization and the customer.</li> <li>12. Describe and demonstrate appropriate interviewing techniques.</li> <li>13. Describe and demonstrate appropriate follow-up procedures.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 10, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.8, 3.9 Technology: 4.1 Ethics and Legal Responsibility: 8.4, 8.5 Technical Knowledge and Skills: 10.1 Demonstration &amp; Application: 11.5</p> <p><b>CTE Pathway:</b> C3.1, C5.1</p>



## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTS AND SUPPLEMENTAL BOOKS**

Gross, Lynne S. and James C. Foust. Video Production: Disciplines and Techniques, 10<sup>th</sup> Edition. Holcomb-Hathaway Publishers, 2008.

Huber, David Miles and Robert E. Runstein. Modern Recording Techniques, 7<sup>th</sup> Edition. Focal Press, 2009.

Mamer, Bruce. Film Production Technique: Creating the Accomplished Image, 5<sup>th</sup> Edition. Wadsworth Publishing, 2008.

Millerson, Gerald. Lighting for TV and Film, 3<sup>rd</sup> Edition. Focal Press, 1999.

Jim Owens and Gerald Millerson. Video Production Handbook, 5<sup>th</sup> Edition. Focal Press, 2011.

Murch, Walter. In the Blink of an Eye: A Perspective on Film Editing, 2<sup>nd</sup> Edition. Silman-James Press, 2001.

Rea, Peter W. and David K. Irving (Contributor). Producing and Directing the Short Film and Video, 4<sup>th</sup> Edition. Focal Press, 2010.

Rodriguez, Robert. Rebel Without a Crew: Or How a 23-Year-Old Filmmaker With \$7,000 Became a Hollywood Player. Penguin Group, 1996.

Zettl, Herbert. Television Production Handbook, 11<sup>th</sup> Edition. Cengage Learning, 2011.

Zettl, Herbert. Video Basics. Wadsworth Publishing Company, 2009.

### **PUBLICATIONS**

Videography Magazine

### **RESOURCES**

Employer Advisory Board members

CTE Model Curriculum Standards for Arts, Media, and Entertainment:  
<http://www.cde.ca.gov/ci/ct/sf/documents/artsmmedia.pdf>

<http://www.skillsnet.com/>

(Jobseekers Guide, Employment Resources, etc.)

<http://www.onetcenter.org/>

(Occupational Information Network)

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Multi-media presentations
- C. Visual aids
- D. Projects
- E. Individualized instruction

### **EVALUATION**

SECTION A – Orientation and Safety – Pass the safety test with 100% accuracy.

SECTION B – Industry Background - Pass all assignments and exams on industry background with a minimum score of 80% or higher.

SECTION C – Technical Training – Pass all assignments and exams on technical training with a minimum score of 80% or higher.

SECTION D – Story Development and News Reporting – Pass all assignments and exams on story development and news reporting with a minimum score of 80% or higher.

SECTION E – Pre-Production – Pass all assignments and exams on pre-production with a minimum score of 80% or higher.

SECTION F – Production – Pass all assignments and exams on production with a minimum score of 80% or higher.

SECTION G – Post-Production – Pass all assignments and exams on post-production with a minimum score of 80% or higher.

SECTION H – Job Shadowing, Internships, and Job Placement – Pass all assignments and exams on job shadowing, internships, and job placement with a minimum score of 80% or higher.

SECTION I – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

## ***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 performing 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: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. 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 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 they 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 a 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 they 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 contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. 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, societal, 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.

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## Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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