

**CAREER AND LIFE SKILLS EDUCATION  
RENTON SCHOOL DISTRICT #403  
Renton, Washington**



**VIDEO PRODUCTION 1 - 8  
*Curriculum Guide***

**Approved by the Board: June 25, 2003**

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7<sup>th</sup> St., Renton, WA 98055-2307.

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**RENTON SCHOOL DISTRICT #403**  
Renton, Washington

***A Philosophy of Education for the Renton Public Schools***

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

## **RENTON SCHOOL DISTRICT #403**

Renton, Washington

### ***General Instructional Goals Policy 6010***

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

#### **LEARNING**

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

#### **INSTRUCTION**

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

#### **COMMUNITY**

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

**EVALUATION:** The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

**CAREER AND LIFE SKILLS EDUCATION**  
RENTON SCHOOL DISTRICT #403  
Renton, Washington

***Program Goals***

**GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE**

**Objectives:**

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

## **GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE**

### **Objectives:**

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

## **GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES**

### **Objectives:**

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services which promote entrance and success in Career and Life Skills programs.

## **GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS**

### **Objectives:**

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.

- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

#### **GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION**

##### **Objectives:**

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

#### **GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES**

##### **Objectives:**

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

#### **GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM**

##### **Objectives:**

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills instructors regarding the effective use of advisory committees.

**CAREER AND LIFE SKILLS EDUCATION**  
RENTON SCHOOL DISTRICT #403  
Renton, Washington

***Program Description***

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its four comprehensive high schools and two alternative programs. The district also participates in two countywide Tech Prep consortia with local community, technical colleges as well as universities. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and support of core academic skill development. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, Black River High Schools, and Sartori Education Center. The program is comprised of the following: Careers in Education; Careers with Children; Child Development; Creative Foods/Nutrition; Family Health; Health Club; Independent Living; Interior Design/Living Environments; Personal Choices; Teen Parenting/GRADS; and American Sign Language. School district and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and two alternative high school sites. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. Industry and professional certifications are also a goal for participating students. These courses are as follows: Accounting 1-4; Business Communications; Business Connections 1-2; Business Connections Work Experience 1-2; Business Law; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-Project Management; Information Technology-Multimedia; Principles of Business; Web Site Development 1; and Recordkeeping. The Business Connections Work-based Learning component provides actual related job experience through workstations in the community. Several of the programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Work-based Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing, Advanced Marketing, Marketing-Entrepreneurship, Marketing Education Seminar 1-2, Exploration of

Travel and Tourism and Introduction to Travel and Tourism/Hospitality, and **Diversified Occupations Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences, Internships, Job Shadows, and Service Learning** are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Athletic Trainer/Sports Medicine Programs** is reliant on clinical training stations and coordinated work experiences for students through local health and physical therapy facilities and community hospitals. This program is offered to all students in the Renton School District but operates only at Hazen High School and Sartori Education Center.

**Technology Education Programs** are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Construction Technology 1-2; Building Maintenance Technology 1-2; Power and Energy Technology 1-2; Principles of Technology/Robotics 3-4; and Video Production 1-2.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for a number of years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for career and technical education funding, the District has made the commitment to operate them collaboratively with a related academic instructor. These **Applied Career and Technical Education Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology.

Renton School District has made a commitment to provide career and technical education instruction and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to support several offerings, the district has entered into interdistrict cooperative agreements with surrounding school districts to accept students on a space available basis. There are three such **special programs**: **Building Maintenance** operates at the Sartori Education Center; the **Career Ladders/Community Classroom** is offered at Valley Medical Center; and the **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School.

**CAREER AND LIFE SKILLS EDUCATION**  
RENTON SCHOOL DISTRICT #403  
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***Mission Statement***

The mission of Career and Life Skills Education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

**THREE BELIEFS**

**A. Beliefs about individual needs**

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

**B. Beliefs about society's expectations**

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

**C. Beliefs about systems that care for and support learners**

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

**VIDEO PRODUCTION 1 – 8**  
**Washington State Essential Academic Learning Requirements**

<b>VIDEO PRODUCTION 1 – 8</b>	<b>ART</b>	<b>COMMUNICATION</b>	<b>MATHEMATICS</b>	<b>SCIENCE</b>	<b>WRITING</b>	<b>READING</b>
This Career and Life Skills class meets the Washington State Essential Academic Learning Requirements.						
<b>COURSE OBJECTIVES:</b>						
Unit 1: Introduction to Video Production		X			X	X
Unit 2: Safety		X				
Unit 3: Professional Development		X			X	X
Unit 4: Course Curriculum Guide		X			X	X
Unit 5: The Production Process	X	X			X	X
Unit 6: The Video Camera	X		X	X		
Unit 7: Composition	X	X				
Unit 8: Lighting	X		X	X		
Unit 9: Audio	X		X	X		
Unit 10: Video Recording Process	X	X				
Unit 11: Editing		X	X			
Unit 12: Producing & Directing	X	X	X		X	X
Unit 13: Animation	X	X	X			
Unit 14: Legal & Ethical Issues					X	X

## **VIDEO PRODUCTION 1 - 8**

### ***Course History***

The passing of a District technology bond in 1991 presented the opportunity to channel some of those resources toward developing a video production program.

In the spring of 1995 the Renton High School technology committee proposed a pilot program at Renton High School. A lab and studio was equipped with broadcast equipment and related computer based equipment and software for the support of video production. Initial investment in necessary equipment was made through the technology funds and a provisional Video Production course was reviewed and accepted by the District curriculum committees.

In the spring of 2002, Video Program moved into a new facility due to the extensive remodeling project at Renton High School. The new space serves as the center for the in-house cable station, *RTV*, broadcasting to all rooms in the new building, and the IKEA Performing Arts Center. Attached to the studio facility is the computer lab equipped with industry standard software.

As technology changed, so has the curriculum to reflect the transition from the analogue to digital realm. This program follows the new state Career and Technical Education Standards for Broadcast, Studio and Film production.

## **VIDEO PRODUCTION 1 - 8**

### ***Course Goals***

Renton School District students in the Video Production program will:

- Identify and maintain a safe learning environment for themselves and others.
- Develop technical production skills with digital equipment and software used in the Video Production industry
- Develop leadership skills such as collaboration, communication, and responsibility as members of a production team
- Develop the ability to write a variety of scripts.
- Develop the ability to visualize a variety of scripts, using the 3 part production process to create video materials
- Learn the problem solving techniques used to troubleshoot technical hardware problems.
- Develop an understanding of media literacy and the moral responsibility individuals in the field have to the viewing public.
- Articulate to a post-secondary program
- Maintain a portfolio of all work and certifications
- Participate in work based training
- Produce video materials for the community

## **VIDEO PRODUCTION 1 - 8**

### ***Course Scope and Sequence***

#### **Unit 1: Introduction to Video Production**

- Method of instruction
- Career opportunities in the field
- Check out procedures
- The portfolio
- Testing and certifications

#### **Unit 2: Safety**

- Safety issues in the studio/lab
- Locate first aid supplies, and phone for emergency numbers
- Safety procedures for equipment
- Safety check
- Fire exits and fire alarm procedures

#### **Unit 3: Professional Development**

- Introduction to Leadership
- Personal Qualities
- Interpersonal Skills
- Communication Skills
- Community
- Personal and Technology Resources
- Group Dynamics
- Employability Skills
- Skills USA
- Testing and certifications

#### **Unit 4: Course Curriculum Guide**

- Discuss competency based curriculum/curriculum resources
- Discuss notebooks
- Introduce and discuss competency matrix forms
- Discuss production sheets
- Discuss self-evaluation, peer evaluation certification process
- Discuss the pre-production, productions and post-production and how all three parts are integrated into every project
- Discuss CTE standards
- Discuss copyright laws

#### **Unit 5: The Production Process**

(1<sup>st</sup> Year)

- Types of video production
- Program proposal and treatment
- Methods to capture and hold viewer attention
- 15 production steps
- Storyboards
- Scripts

(2<sup>nd</sup> Year)

- Scripts
- Script guidelines
- Storyboards
- Casting out a production

(3<sup>rd</sup> Year)

- Script guidelines
- Script breakdown
- Storyboards
- Technical TV process
- Budget breakdown
- World Standards DTV/HDTV I
- World Standards DTV/HDTV II

(4<sup>th</sup> Year)

- Script guidelines
- Script breakdown
- Storyboards
- Costing out
- History of video production

## **Unit 6: The Video Camera**

(1<sup>st</sup> Year)

- Properties and functions of the consumer camera
- Parts and function of camera mounting equipment

(2<sup>nd</sup> Year)

- Principle of color to production process
- Parts and function of camera prompter
- The viewfinder
- Lenses, the basics
- Distance and perspective changes
- F-stop, Creative focus

(3<sup>rd</sup> Year)

- Properties and functions of the professional camera
- Creative controls
- Lenses
- Filters 1
- Lens attachments 1
- Maintaining video quality 1
- Camera prompters

(4<sup>th</sup> Year)

- Lenses
- Filters 2
- Lens attachment 2
- Maintaining video quality 2

## **Unit 7: Composition**

(1<sup>st</sup> Year)

- Setting the scene
- Composition 1
- CG 1

(2<sup>nd</sup> Year)

- Composition 2
- Graphics 1
- CG 2

(3<sup>rd</sup> Year)

- Composition 3
- Motion graphics 1
- Virtual reality sets 1

(4<sup>th</sup> Year)

- Motion graphics 2
- Virtual reality sets 2

## **Unit 8: Lighting**

(1<sup>st</sup> Year)

Properties of light

Operation and use of lighting instruments

(2<sup>nd</sup> Year)

Hard and soft lighting

Lighting instruments 2

3 point lighting

(3<sup>rd</sup> Year)

Lighting instruments 3

Fill, back, background light

(4<sup>th</sup> Year)

Lighting ratios

Special lighting situations

Altering appearance

## **Unit 9: Audio**

(1<sup>st</sup> Year)

- Properties of sound
- Microphones 1

(2<sup>nd</sup> Year)

- Microphones 2
- Audio control devices 1
- Wireless microphones

(3<sup>rd</sup> Year)

- Microphones 3
- Off camera microphones
- Audio control devices 2
- Record playback 1

(4<sup>th</sup> Year)

- Audio control devices 2
- Record playback 2

### **Unit 10: Video Recording Process**

*(1<sup>st</sup> Year)*

- Video recording process
- Consumer formats

*(2<sup>nd</sup> Year)*

- Video recording equipment 2
- Professional video formats

*(3<sup>d</sup> Year)*

- Video recording equipment 3

*(4<sup>th</sup> Year)*

- Video recording equipment 4

### **Unit 11: Editing**

*(1<sup>st</sup> Year)*

- Continuity editing 1
- Difference between linear and non-linear editing
- Video switcher 1

*(2<sup>nd</sup> Year)*

- Continuity editing 2
- Solving continuity problems
- Editing guidelines
- Timecode
- Video switcher 2

*(3<sup>d</sup> Year)*

- On- line and off-line editing
- Studio production
- Video switcher 3

*(4<sup>th</sup> Year)*

- Advanced editing techniques

### **Unit 12: Producing and Directing**

*(1<sup>st</sup> Year)*

- Studio Production
- Single Camera Film Style

*(2<sup>nd</sup> Year)*

- Documentary and News
- PSA

*(3<sup>d</sup> Year)*

- Multiple camera remotes
- Commercial
- Industrial

*(4<sup>th</sup> Year)*

- Video for the Internet

- Non-broadcast video
- Independent choice

### **Unit 13: Animation and Graphics**

*(1<sup>st</sup> Year)*

- Principles of animation
- Persistence of vision
- Cut- out animation
- Types of animation

*(2<sup>nd</sup> Year)*

- History of animation
- 2-D animation

*(3<sup>rd</sup> Year)*

- 3-D animation 1

*(4<sup>th</sup> Year)*

- 3-D animation 2

### **Unit 14: Legal and Ethical Rules**

*(1-4 Years)*

- Copyright laws
- Ethics

**VIDEO PRODUCTION 1 - 8**  
***Evaluation/Assessment***

Type of Assessment	Description of Assessment Strategies
Project	<ul style="list-style-type: none"> <li>• hands-on demonstration of knowledge, skills and attitudes that reveals a student's ability to plan, organize, and create a product or event</li> <li>• documentation of process of development from initial steps to final presentation</li> </ul>
Portfolio	<ul style="list-style-type: none"> <li>• collection of pieces of evidence of a student's knowledge, skills, and attitudes</li> <li>• showcase of best work, work in progress</li> <li>• record of student's progress over time</li> <li>• content selection by student in collaboration with the teacher</li> <li>• centerpiece for parent conferences</li> </ul>
On-demand Demonstrations	<ul style="list-style-type: none"> <li>• hands-on performance of student, which illustrates levels of knowledge, skills and attitudes</li> <li>• typically involve a "real life" problem or situation to solve</li> <li>• focus on the application of knowledge and skills learned in one situation as it connects to a new and different one</li> </ul>
Paper/Pencil Tests	<ul style="list-style-type: none"> <li>• multiple-choice, essay, true-false questions that rely on extended responses to further clarify a student's understanding of the knowledge being assessed</li> <li>• graphic representations that reveal a student's understanding of connections among ideas</li> </ul>
Structured Observation	<ul style="list-style-type: none"> <li>• observation of events, groups, and individuals that focuses on the salient traits of the skill or attitudes being observed</li> </ul>

## **VIDEO PRODUCTION 1 – 8** ***Instructional Materials***

### **Texts**

*Barebones Camera Course for Film and Video*, Tom Schroepel  
*Video Goals- Getting Results with Pictures and Sound*, Tom Schroepel

### **Online**

*Cybercollege*, Ron Whittaker, PhD

### **Other**

Industry standard software  
Support materials

**VIDEO PRODUCTION 1 - 8**  
***Leadership and Vocational Plan***

LEADERSHIP AREAS	STUDENTS WILL:	VOCATIONAL ASPECTS:	INTEGRATED INTO CURRICULUM:
<p><b>Area 1: Introduction to Leadership</b> Students will develop an understanding and demonstrate a knowledge for the purpose of Student Leadership in vocational education.</p>	<ul style="list-style-type: none"> <li>• Discuss the purpose of developing personal and group leadership skills</li> <li>• Determine the skills that will help them function in family, community and work setting</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the skills necessary for entry level positions in the video production and media communications industries.</li> <li>• Identify the leadership skills necessary for continued employment and effective relationships in all areas of social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated in all units of the curriculum</li> </ul>
<p><b>Area 2: Personal Qualities</b> Students will demonstrate personal qualities necessary to function in a family, community and work setting.</p>	<ul style="list-style-type: none"> <li>• Determine the importance of values and goals</li> <li>• Identify short and long term goals.</li> <li>• Write down necessary steps to carry out goals</li> <li>• Describe how personal values are reflected in work ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the relationship between goal setting and productivity</li> </ul>	<ul style="list-style-type: none"> <li>• Teach the thinking skill of goal setting and use the technique for all student projects and activities</li> </ul>
<p><b>Area 3: Interpersonal Skills</b> Students will become aware of and demonstrate interpersonal skills needed to function in a global society.</p>	<ul style="list-style-type: none"> <li>• Demonstrate how to work cooperatively with community members and classmates</li> <li>• Provide for positive role models in actions, behaviors and attitudes in stressful situations</li> <li>• Identify and write down goals for self</li> <li>• Determine whether goals are conceivable, achievable, and can be measured.</li> <li>• Write down necessary steps to carry out each goal. Evaluate each step.</li> <li>• Manage and resolve positive stress and adversity in the work setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and practice appropriate interpersonal skills in a variety of environments including the community</li> </ul>	<ul style="list-style-type: none"> <li>• All Units</li> </ul>

<p><b>Area 4: Communication Skills</b> Students will be able to communicate effectively utilizing the tools learned in the classroom setting.</p>	<ul style="list-style-type: none"> <li>• Students will actively “listen” and carry out signed and oral instructions</li> <li>• Students will prepare formal and informal written materials</li> </ul>	<ul style="list-style-type: none"> <li>• Define and practice the ability to actively engage in the thinking skill of listening and communication skill of writing</li> <li>• Discuss the importance of these skills in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• All Units</li> </ul>
<p><b>Area 5: Community</b> Students will develop an understanding and demonstrate knowledge of how to work effectively in the community.</p>	<ul style="list-style-type: none"> <li>• Recognize the values of the Video Production industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe individuals in the Video Production workplace.</li> <li>• Job Shadows</li> <li>• Internships</li> </ul>	<ul style="list-style-type: none"> <li>• Video Production Units 3 - 8</li> </ul>
<p><b>Area 6: Personal and Tech Resources.</b> Students will be able to utilize personal and technological resources to make decisions for the family, community and workplace.</p>	<ul style="list-style-type: none"> <li>• Research and identify the use of technological tools</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the variety of technological equipment in the industry</li> <li>• Identify the willingness to learn the most recent technological equipment in the ever changing workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Continual learning with industry standard hardware and software throughout all units</li> </ul>
<p><b>Area 7: Group Dynamics</b> Students will demonstrate organizational skills in large and small group situations.</p>	<ul style="list-style-type: none"> <li>• Understand team skills.</li> <li>• Develop group facilitation skills.</li> <li>• Conduct an effective small group meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of video production industry as a collaborative medium practiced in 3 phases; pre-production, production and post-production</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group work is introduced in Video Production 1-2. As the student follows the curriculum progression, more projects involve group participation</li> </ul>
<p><b>Area 8: Employability Skills</b> Students will understand and demonstrate effective employability skills.</p>	<ul style="list-style-type: none"> <li>• Identify behaviors to establish successful relationships in a working environment</li> <li>• Identify means of dealing with conflict resolution within a team setting.</li> <li>• Identify and demonstrate proper work ethics.</li> </ul>		