

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Arts and Communications STEM Pathway
Course Number: 00791 – 1 credit; 00792 – 2 credits; 00793 – 3 credits
Course Prerequisites: None

Course Description: The WCSD Arts and Communications Pathway is to provide an in-depth exploration of digital communications and TV studio hands-on experience. Within this pathway, students capture and create media in a variety of formats. Students will use a range of technology and software. This pathway is specifically designed to build upon the skills developed in the TV Studio, SmartLab, and to allow students to explore potential career interests.

Suggested Grade Level: Grades 9-12
Length of Course: Two Semesters
Units of Credit: 1

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:
CSPG36 - Communications

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic
Mark Types: Check all that apply.
F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society
 UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 11051

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: No text used within this course.
Publisher: No text used within this course.
ISBN #: No text used within this course.
Copyright Date: No text used within this course.
WCSD Board Approval Date: No text used within this course.

Supplemental Materials: TV Studio; Creative Learning Computer Lab

Curriculum Document

WCSD Board Approval:

Date Finalized: 4/1/2021
Date Approved: 5/10/2021
Implementation Year: 2021-2022

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

SmartLab Learning

(Throughout)

SmartLab Learning is a researched based program of student-led, project-based learning. Each project (outlined below) asks students to explore a technology, plan a project that incorporates both academic content and the technology, execute that project in the appropriate timeline, and share their results (which is termed EPDRS – Explore, Plan, Do, Reflect, and Share). Students repeat the process as they progress through the fifteen engagements. It is through this process that students develop generational skills and digital literacy.

Core Standards:

Explore: ISTE 1d, 3a, 3d, 6a

Plan: ISTE 1a, 3b, 3d, 4a, 4b, 5a, 7d

Do: ISTE 2c, 3d, 4c, 5b, 7b, 7c

Reflect: ISTE 1c, 4c, 5b

Share: ISTE 1b, 3c, 6c, 6d, 6b

NGSS: Students Progress through ETS1a, ETS1b, and ETS1c.

ARTS AND COMMUNICATION PATHWAY

- Digital Media Arts/Communications
- Film/TV Production, Directing, and Broadcasting
- Esports Marketing
- Audio Engineering
- Video Production
- Editing Digital Media
- Innovation Capstone Project

Digital Media Arts

- Usage of Digital Cameras for Photography
- Usage of Tripods and other Camera Support Systems
- Audio Engineering Stations for full-class engagements
- Usage of GoPro Action Cameras
- Usage of Gimbal Camera Systems
- Usage of Professional Camcorder with Accessories
- Usage of VR Camera and Headsets
- Usage of Go bags for off -site recording
- Usage of Wacom Drawing Tablets

Core Standards: TEKS 130.81, 130.123, 130.126

Introduction to Film and Television

- Convey, Define and Interrupt a Director's Artistic Vision
- Create storyboards and screenplays
- Identify and create the shot types and camera movements
- Demonstrate Camera Composition
- Operate Digital Cameras
- Operate Audio Recording Devices
- Demonstrate a Novice Level of film editing using Adobe Editing Software
- Recognize and apply shot duration techniques
- Edit all forms of media in Adobe Software Program
- Using the server, create and set-up Media Editing/Adobe Projects
- Record/adapt to all video recording scenarios
- Audio record all audio scenarios
- Define, Convey and Interrupt the Director's Vision
- Perform all technical, creative, and executive staff positions
- Create props and costumes
- Identify/Apply tools of the actor
- Edit raw footage
- Mix multiple soundtracks
- Apply sound and special effects
- Operate all cameras while exhibiting shot duration and proper camera composition
- Edit raw footage into a narrative
- Mix sound and apply special effects
- Create a media project that reflects all skills and strategies associated with each phase of media production
- Tell a story with a coherent and concise narrative

Core Standards: TEKS 130.87

Film Production

- Record/adapt to all video recording scenarios
- Audio record all audio scenarios
- Define, Convey and Interrupt the Director's Vision
- Perform all technical, creative, and executive staff positions
- Create Props and Costumes

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- Identify/Apply Tools of the Actor
- Edit Raw Footage
- Mix multiple soundtracks
- Apply sound and special effects
- Operate all camera while exhibiting shot duration and proper camera composition
- Edit raw footage into a narrative
- Mix sound and apply special effects
- Create a media project that reflects all skills and strategies associated with each phase of media production
- Tell a story with a coherent and concise narrative
- Create a film and marketing campaign

Core Standards: TEKS 130.88

Advanced Film Production

- Staff peers into production team members
- Define and understand 3 Phases of Production.
- Create a shooting Screenplay
- Create a Storyboard
- Pitch a film and budget
- Scout and secure shooting locations
- Create a Shooting Schedule
- Create a Production Design
- Direct and Produce during Phase I
- Record/Adapt to all video recording scenarios
- Audio record all audio scenarios
- Define, convey and interrupt the director's vision
- Perform all technical, creative, and executive staff positions
- Create props and costumes
- Identify/Apply tools of the actor
- Identify any need "pick-ups" for additional footage necessary to fill and plot holes
- Meet and adhere to a budget and shooting schedule
- Use Adobe Editing software
- Make editing decisions
- Cut/Edit action and dialogue
- Set appropriate shot lengths
- Mix multiple sound tracks

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- Redub audio
- Utilize and apply sound and special effects during postproduction
- Utilize and apply appropriate style/design of titles/credits
- Utilize and apply editing strategies/techniques
- Devise a full marketing and promotional campaign

Core Standards: TEKS 130.89

News Broadcasting

- Working understanding of all segment types.
- Script writing that serves a storytelling purpose.
- Mastery of Camera Operation
- Mastery of Audio Recordings
- Mastery of footage Editing (Adobe)
- Mastery of effective Voiceover recording
- Placement of segment within news broadcast
- Operate each piece of technology/equipment associated with each control room position
- Demonstrate a mastery of each position's technological expectations, associated with each control room position
- Demonstrate an ability to collaborate in the control room during a broadcast
- Recognize the impact of technology upon reporting while understanding its application

Core Standards: TEKS 130.90

Screen Directing and Acting

- Screen acting strategies
- Working understanding of technology's expectations and limitations
- Working understanding of set restrictions
- Use of acting tools
- Collaboration with crew and director
- Student will demonstrate a working understanding of storyboards, scripts and screenplays.
- Students will understand and demonstrate an ability to adjust acting performance based upon the angle and shot magnification of a scene
- Work collaboratively to create believable screen performances built upon original screenplays and/or storyboards

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- Recognize how the director and editor's roles impact the final outcome of their screen performance.

Core Standards: TEKS 130.90

Esports Marketing

- Built upon the industry standards
- Creating content that is interesting to watch with multi camera and broadcasters within esports competition
- Marketing through social media, film, and television to promote players and competition
- Teaches them how to market the players for scholarships and industry
- Investigate the roots of gaming
- Learn how to effectively shoutcast
- Digital citizenship and accountability
- Master the techniques needed to create content that entertains
- Leverage advertising, marketing, and social media by the content created

Core Standards: TEKS 130.90

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Entry/Exit Slips; Teacher Questioning; Classroom Discussions; Journals; Projects; Graphic Organizers; Peer-Self Assessments; Questionnaires

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: See Innovation Capstone Project

Innovation Capstone Project(s)

(Approximately 180 hours)

The Innovation Capstone Project prepares students for College and Careers. It is a rigorous curriculum for 11th and 12th grade students aligned to various CTE Standards. The Innovation Capstone Project is a powerful new program to prepare students for college and career success. Fully integrated with a high school SmartLab, Innovation Capstone Project curriculum guides students through a rigorous, standards-aligned approach to planning, execution and presentation of projects relevant to their own interests and academic focus. Students dig deeper into topics of personal interest, apply technology to academic content and make career connections. The Innovation Capstone Project program focuses on and further develops critical workplace skills like project planning, time management, collaboration, communication, problem-solving, and critical thinking. With the Innovation Capstone Project curriculum, students will develop project-based solutions to real-world problems and use a wide range of applied technologies.

- *Rigorous Project-Based Curriculum*

Curriculum is flexible, standards-based, and supports capstone projects in a wide range of academic subjects. Students learn to identify and define real-world problems, design, plan and execute solutions, and create e-portfolios to document and present their work.

- *Critical Workplace Skills Development*

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Projects are designed to encourage students to think critically, solve challenging problems, and develop critical workplace skills, such as oral communication, public speaking, research skills, teamwork, goal setting, and more.

With Innovation Capstone Project, students will:

- Explore various STEM disciplines and career paths
- Take ownership of their education and future career
- Develop critical workplace skills, such as effective oral communication, critical thinking, & more
- Produce Capstone Projects that align with any course
- Develop a professional portfolio of projects and outcomes
- Apply knowledge from coursework to conduct a school or community-based project

The Innovation Capstone Project Framework is provided in the Creative Learning Lab and Media Transformers curriculum. Consumables, kits and various materials will be available to assist students.

The Innovation Capstone Project provides a project framework for students to complete long-term, in-depth projects with their peers. Students can focus on the systems of technology that they explored previously, community project, business plan, drone business; advanced projects, capstone projects. The opportunities are endless!

Three Phases

Phase 1: Plan

1. Project Ideas
2. Project Planning
3. Goal Setting
4. Time Management
5. Research
6. Find an Expert Mentor
7. Building a Business Plan

Phase 2: Do/Reflect

1. Collect and Organize Data
2. Analyze Data
3. Citations

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Phase 3: Share

1. Business Writing
2. Scientific Writing
3. Presentation Skills

If students accelerate through the various STEM Innovation Academy coursework, they will be permitted to work on another Capstone Project or revamp an existing project with the understanding of the three phases needing a completion satisfactory mark based on facilitator rubric(s).

Examples of Innovation Projects from the past have included:

ART

- Commission a sculpture, painting, or other art installation somewhere in your community (use your art to bring awareness to an issue, tell a story, or inspire others)
- Coordinate a large scale community project with students, senior citizens, or an after school program to create a mural or another large scale art project in a public space
- Start a community gallery to showcase local amateur artists
- Create a business that will allow you to commission your art for clients
- Create a business to sell t-shirts with your art
- Design a website for a non-profit

MUSIC

- Coordinate a community music festival
- Start a program to provide refurbished instruments to students in the community interested in learning to play music
- Record, produce, market, and sell your music or the music of a client

PUBLIC SERVICE

- Create a PSA to bring awareness to a critical issue in your community like drug and alcohol abuse, domestic violence, social justice, or water/land pollution
- Create a donation center to provide clothing and toiletries to the homeless

HEALTH AND EDUCATION

- Create a community garden to provide work opportunities and food to populations in need
- Start a tutoring non-profit to support local students
- Start a food bank, recycling program, or another service for your community

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SCIENCE AND ENVIRONMENT

- Install birdhouses or bug hotels in a local park to support critical animal populations like bees
- Organize a monthly cleanup group to clean your community
- Collect data about your community's water, air, and land health and present it to the city council with suggestions on ways to improve it

FILM

- Create a drone video for a local farmer or real estate agent
- Produce a radio or tv program to share information with your community

ENGINEERING

- Design a play environment, run a fundraiser, and build an inclusive playground for your school
- Invent a device to help people improve their quality of life like a water purifier or a bike-powered washing machine